



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

# CZECH REPUBLIC

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## ABBREVIATIONS USED IN THE TEXT

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

## 1 SUMMARY

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

In Czech Republic a General Questionnaire was completed by 29 respondents representing protected areas, covering at least 1,158,000 ha with 1147 staff. The questionnaire had three main sections:

- A. General information
- B. Current situation for training and capacity development
- C. Modes of training and learning

A copy of the questionnaire is located in Annexe 1.

### 1.1 MAIN CONCLUSIONS

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

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

- The overall availability and level of capacity development in the Czech Republic is good compared with most countries in the region, with nearly 8 days training per person per year reported, provided by a range of national providers. However it is not known how this training has been distributed among the different levels of staff.
- The majority of the training delivered however appears to concern administrative topics and biodiversity conservation. Very little training was reported on other aspects protected area management, such as working with communities, recreation, tourism and awareness. This suggests that the skill set of protected area staff may not be fully compatible with the demands of modern protected area management, especially in national parks and protected landscapes.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 6.

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

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

- Overall capacity of senior managers appears to be high, but with significant gaps in community work and tourism.
- Capacity of middle managers and technical staff is conspicuously weaker but still quite good. The main gaps are in community work, tourism, awareness and administrative aspects such as financial and human resource management.
- Ranger capacity is reported as quite weak in almost all skill categories, suggesting a major need for capacity improvement.

<sup>1</sup>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.

- Overall, respondents considered that staff at all levels require between six and 15 days training per year, which is close to the actual provision. However, as previously mentioned it is not known how previous training has been distributed across levels.
- It was generally considered that the best modes of training for PA staff and senior and middle ranking levels were exchanges and study visits with other protected areas. Unlike many other countries, there was a strong preference for formal and informal internal training sessions at the workplace; these were considered preferable to formal short courses. Self-directed learning e-learning were generally not considered a priority.
- Overall therefore, there appears to be reasonably good foundation of capacity in the Czech Republic and a good level of training provision. However, this seems to be rather unbalanced in terms of both training topics, and access to training, with conspicuously low capacity reported among Rangers.

## 1.2 SUMMARY RECOMMENDATIONS

### 1. BUILD INTERNAL CAPABILITY WITHIN PROTECTED AREA DIRECTORATES FOR CAPACITY DEVELOPMENT

1.1 Appoint a capacity development/training officers in all Protected Area authorities to promote and support a range of learning opportunities for staff.

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

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

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

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

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

2.4 Establish communities of practice for main protected area skills categories

2.5 Identify centres of expertise among protected areas in The Czech Republic and enable staff secondments and study visits

2.6 Ensure that study tours are well planned, focus on specific needs and learning outcomes and include the staff who will benefit most from them professionally.

### 3. FOCUS AND IMPROVE FINANCIAL SUPPORT FOR CAPACITY DEVELOPMENT

3.1 The responsible authorities should allocate a secured budget for a minimum (baseline) level of annual training. They should budget for training for all PA personnel for at least 5 days per person per year.

3.2 Seek investments in capacity development that will have a long term impact on the national capacity, rather than delivering just short term technical training.

### 4. INTRODUCE A PROGRAMME FOR ESTABLISHING PROFESSIONAL STANDARDS FOR PROTECTED AREA WORK

4.1 Develop a project to identify key competencies and standards for protected area occupations in The Czech Republic.

4.2 Register formal occupational standards for key protected area occupations.

### SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

#### 5. DEVELOP A BASIC COMMON FOUNDATION PROGRAMME FOR ALL PROTECTED AREAS STAFF

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

5.2 National curricula and programmes for the course should be developed, and a set of training materials prepared that can be used by trained capacity development officers.

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

#### 6. DEVELOP, PILOT AND PROMOTE A FOUNDATION PROGRAMME FOR RANGERS

6.1 Identify core competences required for rangers and develop a standard 2-day foundation course

6.2 Establish a national ranger training team could be established to deliver the course at protected areas.

- 6.3 All rangers should be required to complete the training and a formal assessment within two years of appointment.
- 6.4 All rangers should receive regular updating on legislation, threats and approaches for reducing illegal activities.
7. BUILD CAPACITY FOR WORKING WITH COMMUNITIES
- 7.1 Develop and a training programme for staff working in protected areas where collaborative management is an important component.
8. BUILD CAPACITY FOR TOURISM AND RECREATION PLANNING AND MANAGEMENT.
- 8.1 Develop and deliver a training programme for protected area staff and partners in tourism and recreation,
- 8.2 Engage in regional initiatives to share experience improve standards for tourism and recreation.
9. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR PROTECTED AREA STAFF
- 9.1 Hold a seminar/learning event for senior staff on development of tourism and recreation in protected areas.
- 9.2 Hold a seminar/learning event for senior staff on collaborative management with local communities.
10. BUILD CAPACITIES OF TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING
- 10.1 Responsible authorities should work with training institutions and universities to develop a set of standard PA management modules, focusing on applied skills and techniques.
- 10.2 Institutions should organise delivery of modules and courses so that they can also be attended by employed staff as short professional development courses.

## 2 BACKGROUND AND PURPOSE OF THE SURVEY

This report is a component of the project ‘*Capacity Building Plans for Efficient Protected Area Management in Eastern Europe*’, implemented by the ProPark Foundation<sup>2</sup>, 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 the Czech Republic.

## 3 METHOD

### 3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries<sup>3</sup>, the Czech Republic was selected as one of fourteen ‘second level countries’ where only a General Questionnaire would be completed by senior staff members representing protected areas and managing agencies across the country.

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

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

### 3.2 DESIGN OF THE QUESTIONNAIRE

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

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<sup>2</sup> 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.

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

Table 2 Sections of the General Questionnaire

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

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

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

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

Table 3 Skills categories used in the questionnaire

Code	Category	Description
<b>GEN</b>	<b>GENERAL SKILLS</b>	General skills require for any job in a protected area. Commitment, motivation, positive attitude, honesty, teamwork etc.
<b>FRM</b>	<b>FINANCIAL &amp; RESOURCES MANAGEMENT</b>	Management and organisation of finances, assets and equipment for the protected area.
<b>HUM</b>	<b>HUMAN RESOURCES MANAGEMENT &amp; DEVELOPMENT</b>	Directing, managing, organising and capacity building for staff and others working in the PA.
<b>CTI</b>	<b>COMMUNICATION TECHNOLOGY AND INFORMATION</b>	Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.
<b>FCR</b>	<b>FIELD CRAFT AND PRACTICAL SKILLS</b>	Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.
<b>CMP</b>	<b>CONSERVATION ASSESSMENT PLANNING &amp; MANAGEMENT</b>	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.
<b>SDC</b>	<b>SUSTAINABLE DEVELOPMENT &amp; COMMUNITIES</b>	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.
<b>PAM</b>	<b>PROTECTED AREA POLICY, PLANNING AND PROJECTS</b>	Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas.

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

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

Table 4 Assessment scale for competence

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

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

### 3.3 COMPLETION OF THE QUESTIONNAIRE

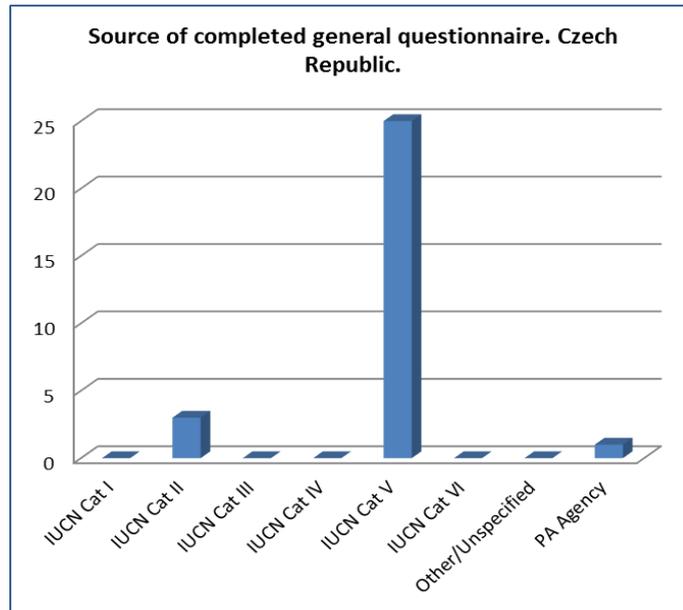
The questionnaires were completed under the supervision of national consultants who were engaged to:

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

4.1 COVERAGE OF THE QUESTIONNAIRE

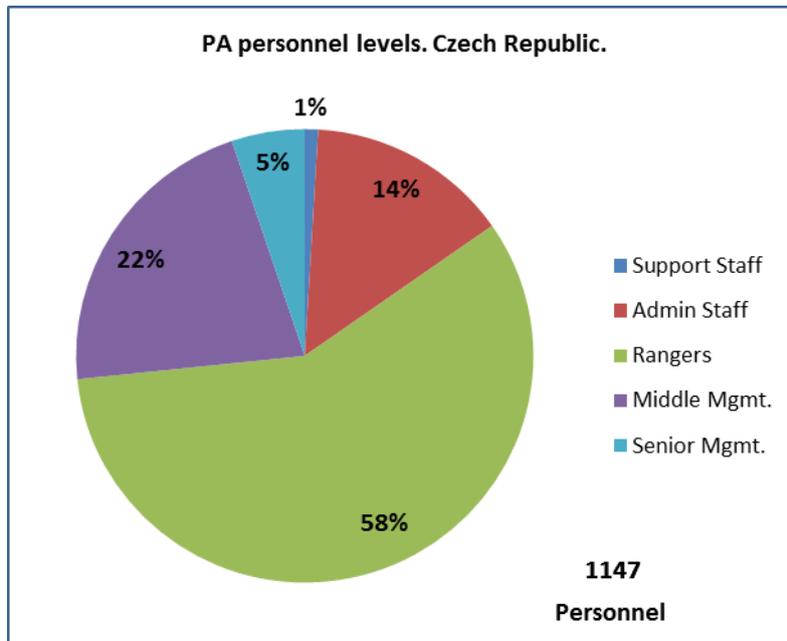
The protected area system of the Czech Republic currently covers 3,570 sites, with an area of 1,644,600 ha, or around 21% of the area of the country. The questionnaire was completed by representatives of 29 protected area administrations (three National Parks, one Nature Park, 24 Protected Landscapes and one overall managing agency) responsible for at least 1,158,110 hectares of protected areas in the Czech Republic. See Figure 1.

Figure 1 IUCN Categories of PA included in the survey



The 29 respondents to the General Questionnaire reported that their organisations employ 1,147 personnel. The distribution of personnel between job categories is shown in Figure 2.

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



The reported staff numbers represent a staffing density of **0.47 personnel per thousand hectares of protected area**, a very low figure compared to a **regional average of 1.16 per 1,000 hectares**.

## 4.2 TRAINING

### 4.2.1 RECENT TRAINING PROVISION

In the General Questionnaire, respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From this, it could be calculated that PA personnel covered by the survey in the Czech Republic received **7.78 training days per person per year**. This figure is very high compared to the **regional average of 3.3 days per year**.

### 4.2.2 TOPICS OF TRAINING

Figure 3 shows the proportions of different training topics reported, classified according to the standard skills categories used in the survey. This shows a rather unbalanced provision, with most of the emphasis on conservation management and on administrative topics. No training is reported on many major elements of protected area management.

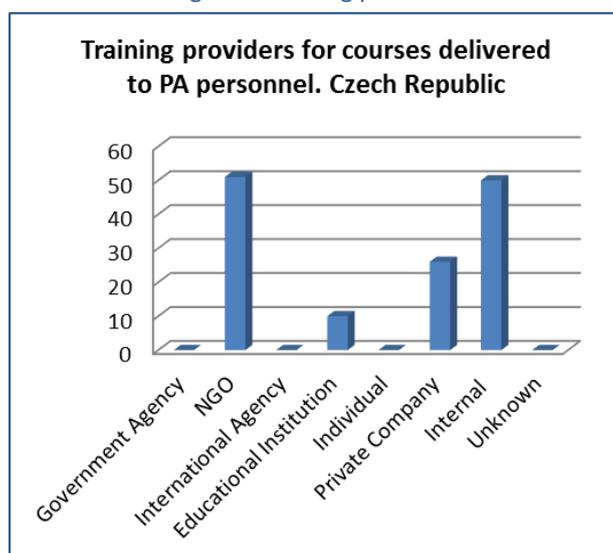
Figure 3 Training topics



### 4.2.3 TRAINING PROVIDERS

Figure 4 shows the relative proportions of the different training providers reported, showing a balanced range of providers.

Figure 4 Training providers



#### 4.2.4 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.

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

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

#### 4.2.5 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 the Czech Republic, compared with the aggregated result for the entire region.

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

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

#### 4.2.6 MODES OF LEARNING AND TRAINING

Respondents were asked to rank in order of importance eight modes of learning and training for personnel at different levels. The results are shown in Figure 7.

Figure 7 Preferred modes of training

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

#### 4.2.7 FUNDING FOR TRAINING

Only one respondent reported on expenditure on training; therefore no conclusions can be made on funding and expenditure. However, the high amount of training reported indicates that considerable expenditure has occurred.

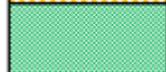
#### 4.3 GENERAL ASSESSMENTS OF COMPETENCE BY MANAGERS OF PERSONNEL IN THEIR ORGANISATIONS (GENERAL QUESTIONNAIRE)

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

Each set of assessments is summarised in three graphics.

**Graphic A** shows the proportions of self-assessments for each skills category, according to the numerical scale described in the previous section (see Table 4). Colour coding is used to aid understanding of the results (see Table 5). 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 5 Colour coding used for competences

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

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

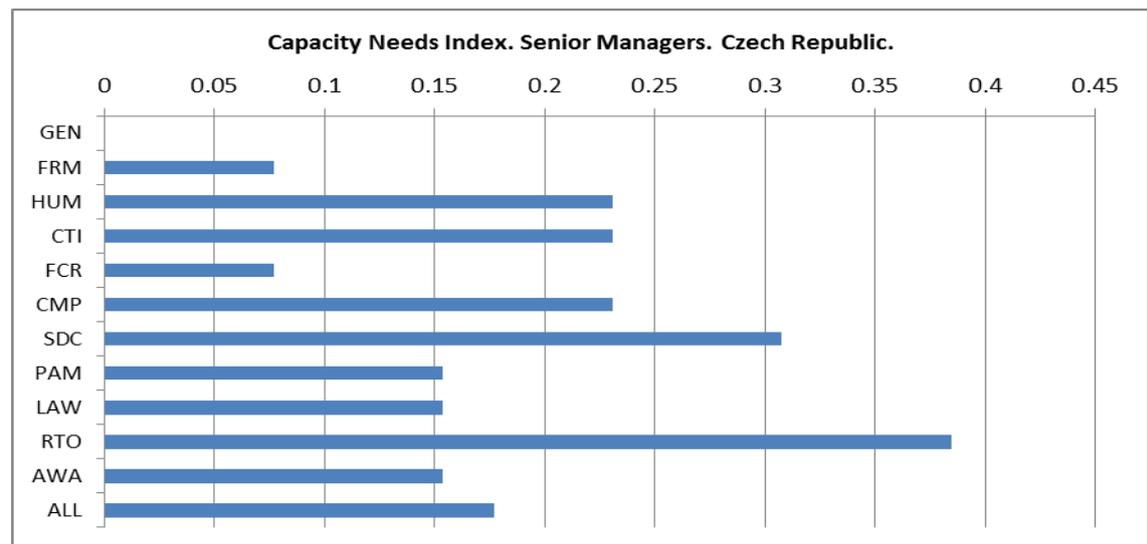
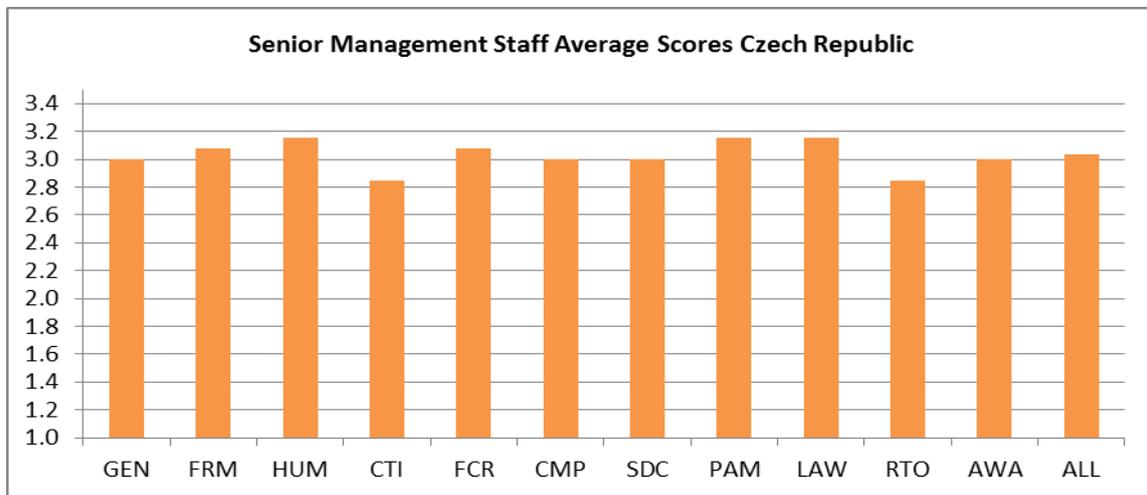
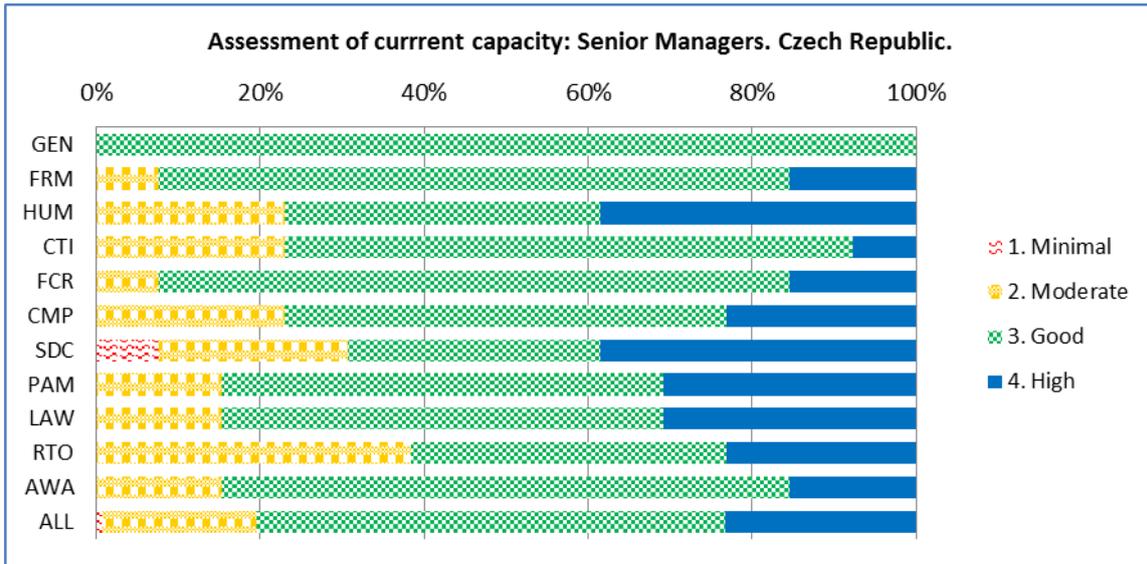
**Graphic C** shows Capacity Needs Index (CNI), which is intended to provide a standardised indication of the need for capacity development in the different categories. The formula for the CNI is shown in the box below.

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

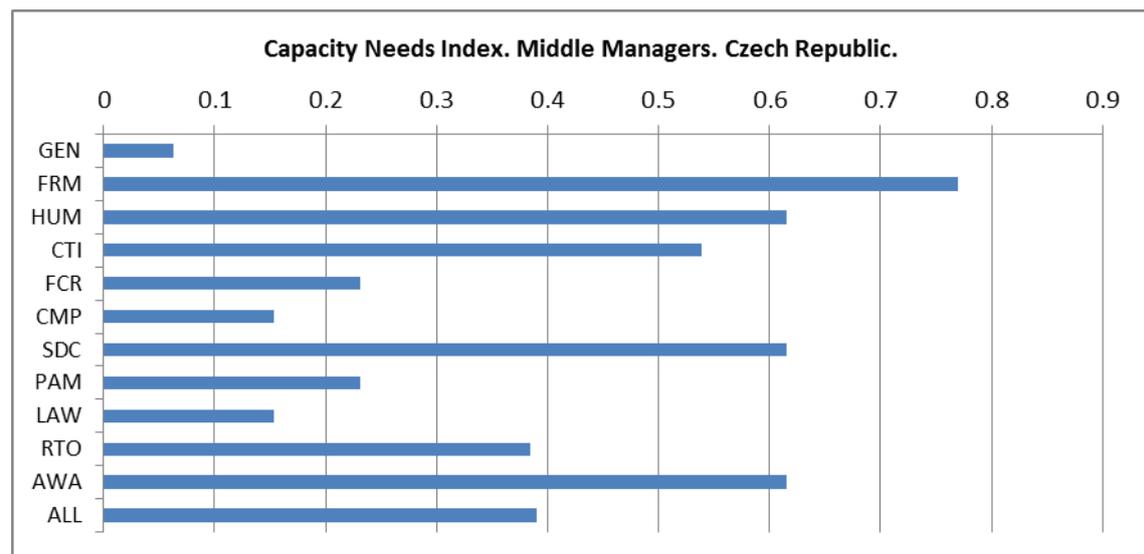
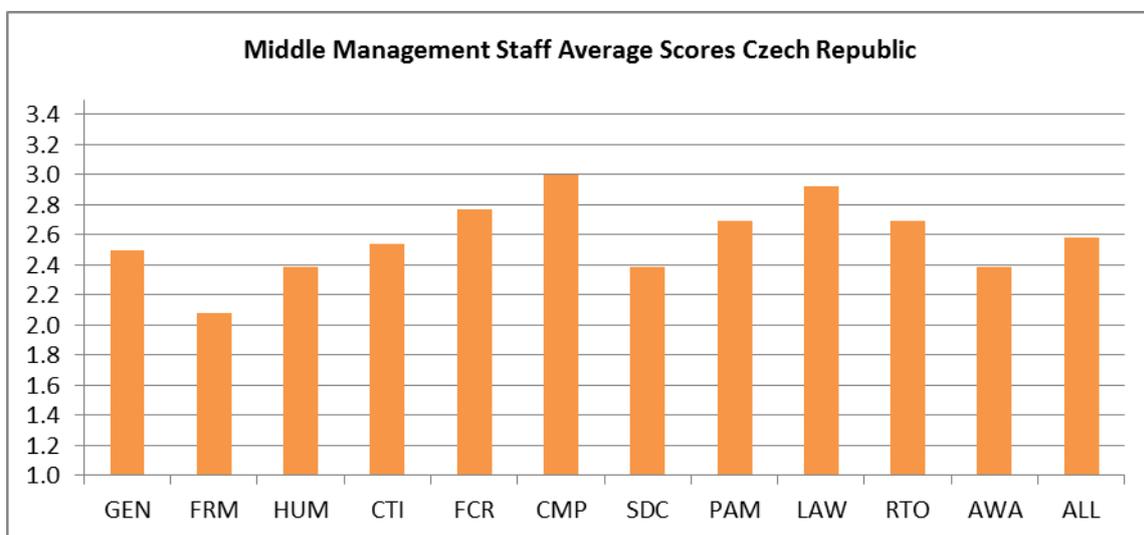
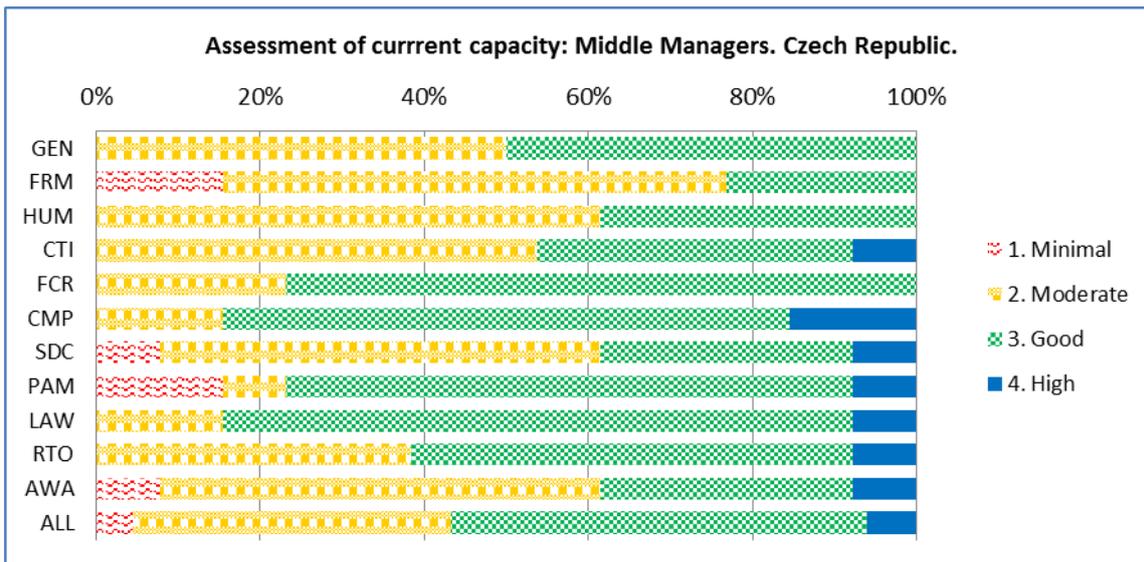
GENERAL ASSESSMENTS OF COMPETENCE: SENIOR MANAGERS



OBSERVATIONS

The overall assessment shows good levels of confidence by the assessors in the capacity of senior staff. More than 80% of responses are in the strongest two bands. There are two major weaknesses, SDC and RTO, both topics for which no previous training was reported.

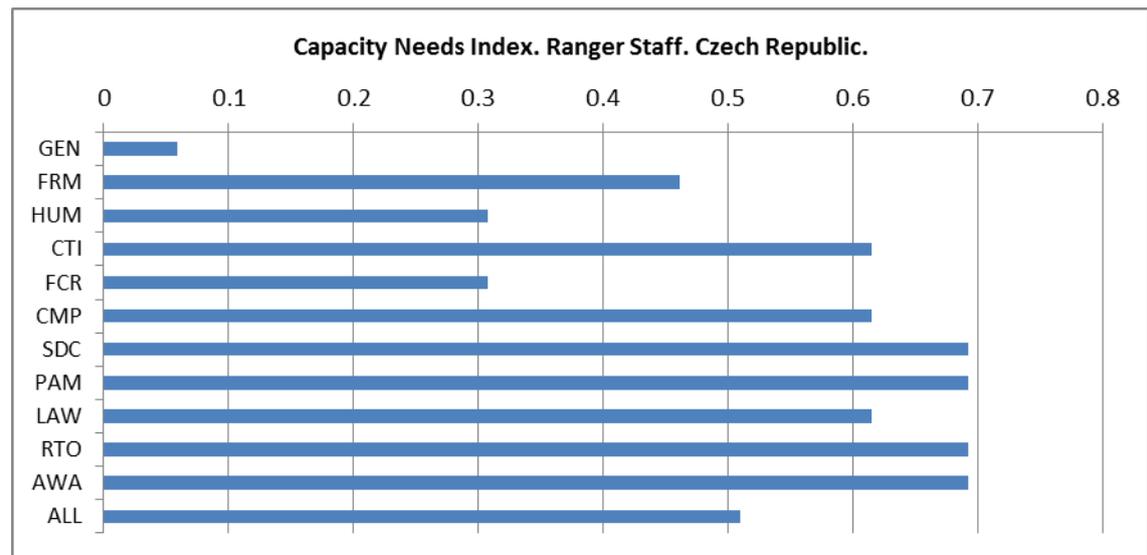
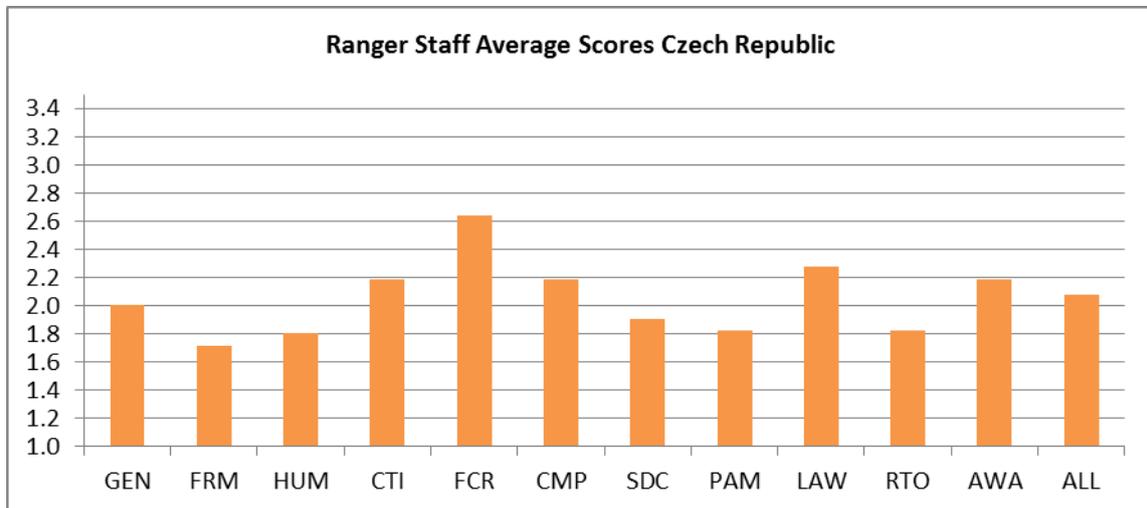
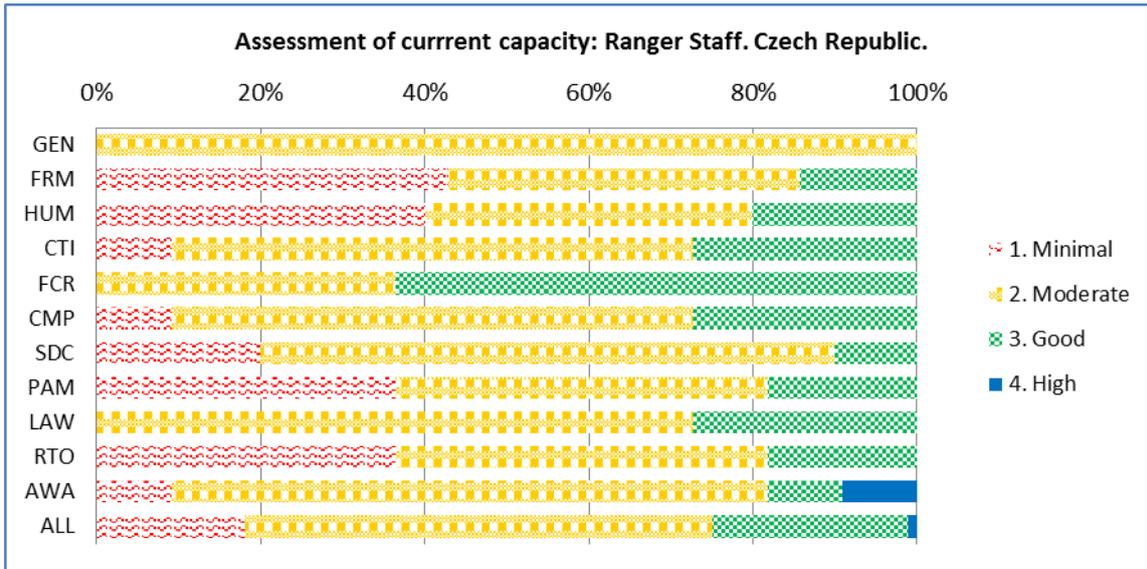
GENERAL ASSESSMENTS OF COMPETENCE: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows moderate competence among middle management and technical staff. More than 60% of responses are in the strongest two bands. There are however several major weaknesses, FRM, HUM, SDC and AWA.

GENERAL ASSESSMENTS OF COMPETENCE: RANGERS AND FIELD STAFF



OBSERVATIONS

This appears to be the low overall capacity, with over 50% of assessments in the two weakest bands. Most categories are significantly weak, indicating an overall need for training.

## 5 CONCLUSIONS

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

- The overall availability and level of capacity development in the Czech Republic is good compared with most countries in the region, with nearly 8 days training per person per year reported, provided by a range of national providers. However it is not known how this training has been distributed among the different levels of staff.
- The majority of the training delivered however appears to concern administrative topics and biodiversity conservation. Very little training was reported on other aspects protected area management, such as working with communities, recreation, tourism and awareness. This suggests that the skill set of protected area staff may not be fully compatible with the demands of modern protected area management, especially in national parks and protected landscapes.
- The top five priorities for future training for each staff level as identified by respondents are shown in Table 6.

Table 6 Top 5 priority future training topics identified from the competence assessments.

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

- Overall capacity of senior managers appears to be high, but with significant gaps in community work and tourism.
- Capacity of middle managers and technical staff is conspicuously weaker but still quite good. The main gaps are in community work, tourism, awareness and administrative aspects such as financial and human resource management.
- Ranger capacity is reported as quite weak in almost all skill categories, suggesting a major need for capacity improvement.
- Overall, respondents considered that staff at all levels require between six and 15 days training per year, which is close to the actual provision. However, as previously mentioned it is not known how previous training has been distributed across levels.
- It was generally considered that the best modes of training for PA staff and senior and middle ranking levels were exchanges and study visits with other protected areas. Unlike many other countries, there was a strong preference for formal and informal internal training sessions at the workplace; these were considered preferable to formal short courses. Self-directed learning e-learning were generally not considered a priority.
- Overall therefore, there appears to be reasonably good foundation of capacity in the Czech Republic and a good level of training provision. However, this seems to be rather unbalanced in terms of both training topics, and access to training, with conspicuously low capacity reported among Rangers.

## 6 RECOMMENDATIONS

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

### GENERAL NATIONAL RECOMMENDATIONS

#### 1. BUILD INTERNAL CAPABILITY WITHIN PROTECTED AREA DIRECTORATES FOR CAPACITY DEVELOPMENT

Since the assessment has revealed a strong preference for formal and informal work-based training, further efforts should be made to promote and enable learning at the protected area level, in order to complement the national level courses being offered. The following specific recommendations are made.

1.1 Appoint a capacity development/training officers in all Protected Area authorities to promote and support a range of learning opportunities for staff.

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

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

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

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

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

There are numerous ways in which staff can improve their skills and knowledge apart from attending training courses. They can be encouraged to build their skills if they have access to good learning materials and opportunities. Given the generally favourable response to workplace learning in the questionnaire, these approaches should be further developed. The recommendations that follow are intended to support further development of 'learning organisations', combining formal training with a wide range of other potentially more affordable and sustainable approaches.

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

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

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

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

#### 2.4 Establish communities of practice for main protected area skills categories

Communities of practice enabled protected area staff (and others) to sharing knowledge and information, to support each other in working and problem-solving and to build and update common expertise and competence in protected area work. The community practice should be established for each main skills category, a leader identified and a means of regular information exchange and collaboration developed (ideally online).

#### 2.5 Identify centres of expertise among protected areas in The Czech Republic and enable staff secondments and study visits

Exchanges and study visits were considered to be the most useful means of learning. It can be very effective and economical to enable staff to work with more experienced/more trained colleagues in other protected areas for extended periods.

#### 2.6 Ensure that study tours are well planned, focus on specific needs and learning outcomes and include the staff who will benefit most from them professionally.

International study visits can be an effective (though expensive) form of learning, but must be well designed and attended by the most appropriate people.

### 3. FOCUS AND IMPROVE FINANCIAL SUPPORT FOR CAPACITY DEVELOPMENT

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3.1 The responsible authorities should allocate a secured budget for a minimum (baseline) level of annual training. They should budget for training for all PA personnel for at least 5 days per person per year.

3.2 Seek investments in capacity development that will have a long term impact on the national capacity, rather than delivering just short term technical training.

Such investments might include

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

### 4. INTRODUCE A PROGRAMME FOR ESTABLISHING PROFESSIONAL STANDARDS FOR PROTECTED AREA WORK

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The IUCN is promoting a global initiative for professionalising protected area management, and given the relatively high capacities that exist in The Czech Republic, the country may be a good candidate for piloting this approach. With support from the BfN, the Romanian NGO ProPark is already providing professionalization programme support in Croatia and Georgia. The Czech Republic may be an ideal country to continue this approach.

4.1 Develop a project to identify key competencies and standards for protected area occupations in The Czech Republic.

This could use the method developed by ProPark and also make use of the materials being developed under the IUCN global programme for professionalizing protected area management.

4.2 Register formal occupational standards for key protected area occupations.

Contacts should be made with the teams in Romania, Croatia and Georgia in order to learn from their experience in achieving this.

## SPECIFIC CAPACITY DEVELOPMENT RECOMMENDATIONS

The recommendations here are therefore mainly concerned with providing a common baseline for all staff and for addressing capacity needs specifically identified in the survey.

### 5. DEVELOP A BASIC COMMON FOUNDATION PROGRAMME FOR ALL PROTECTED AREAS STAFF

Rather than develop many small courses, it would be more effective and efficient to establish a basic standard foundation course covering essential practical skills, knowledge for all personnel involved in protected areas in The Czech Republic. This should include specific topics related to protected areas in The Czech Republic, and generic topics such as communication skills. This course can then be delivered internally by the training officers and by the national capacity development team (see Recommendation 1)

Suggested basic principles of the programme are that:

- 5.1 All new or recently appointed protected area staff should complete a two-day induction course.
- 5.2 National curricula and programmes for the course should be developed, and a set of training materials prepared that can be used by trained capacity development officers.
- 5.3 Completion of the course should be certificated and documented in the personnel records of staff.

Table 7 shows a possible curriculum for the course.

Table 7 Possible curriculum for a general staff induction course

Course Title	Protected Area Staff Induction	
<b>Duration</b>	2 days	
<b>Target group</b>	All new ranger, scientific and technical staff with responsibilities in protected areas. All staff who have been employed in the past 3 years.	
<b>Purpose</b>	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.	
<b>Assessment</b>	Required attendance for the entire course Written and practical tests.	
Topic	Mode of Delivery	
INTRODUCTION	Lectures, presentations.	
<ul style="list-style-type: none"> <li>• Values, purpose and functions of protected areas.</li> <li>• Threats to protected areas.</li> <li>• Administrative and legal basis and procedures for protected area management.</li> <li>• Main conservation and management strategies of protected areas.</li> <li>• Functions and duties of protected area staff and partners.</li> <li>• Essentials of good personal conduct and environmental practice in the work place.</li> </ul>		
ADMINISTRATIVE AND COMMUNICATION SKILLS	Presentations with examples.	
<ul style="list-style-type: none"> <li>• Record keeping and note taking.</li> <li>• Fulfilling administrative requirements of the organisation</li> <li>• Basic leadership, team building and motivation.</li> <li>• Communicating with stakeholders and visitors.</li> </ul>	Site based instruction. Practical exercises. Follow up by supervisors.	
BASIC FIELD WORK SKILLS	Presentations with examples.	
<ul style="list-style-type: none"> <li>• First aid.</li> <li>• Good environmental practice in the workplace and the field.</li> <li>• Emergency response procedures.</li> <li>• Fire prevention and firefighting.</li> <li>• Safe use, care and maintenance of tools and equipment.</li> <li>• Maps, navigation and GPS.</li> <li>• Basic boat handling and safety (if necessary).</li> <li>• Basic vehicle use and safety (if necessary).</li> </ul>	Site Based instruction. Follow up by supervisors.	

### 6. DEVELOP, PILOT AND PROMOTE A FOUNDATION PROGRAMME FOR RANGERS

Overall capacity of Rangers is reported to be quite weak and results from the survey suggest that protected area managers prefer to build capacity of Rangers through internal training. This can be a very effective and economical approach, but it would benefit from a standard set of competences and an associated curriculum for all rangers in order to ensure that standards are similar across the entire protected area network.

6.1 Identify core competences required for rangers and develop a standard 2-day foundation course

Competences should be based on the results of the detailed assessment (see recommendation one), and the global competences being developed for protected area management by the IUCN. A possible curriculum is shown in **Error! Not a valid bookmark self-reference..**

6.2 Establish a national ranger training team could be established to deliver the course at protected areas.

6.3 All rangers should be required to complete the training and a formal assessment within two years of appointment.

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

6.4 All rangers should receive regular updating on legislation, threats and approaches for reducing illegal activities.

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

Table 8 Possible curriculum for a ranger induction course

Course	Basic Skills for Rangers	
<b>Duration</b>	5 days	
<b>Target group</b>	All Rangers and Law Enforcement Staff	
<b>Purpose</b>	To enable all rangers to complete their duties correctly.	
<b>Assessment</b>	Written test on theory. Practical test on law enforcement procedures in the field. Rangers must pass both parts. Failure to pass should lead to a retest.	
<b>Topics to be covered</b>		<b>Mode of Delivery</b>
INTRODUCTION	<ul style="list-style-type: none"> <li>Values, purpose and functions of protected areas.</li> <li>Threats to protected areas.</li> <li>Administrative and legal basis and procedures for protected area management.</li> <li>Main conservation and management strategies of protected areas.</li> <li>Functions and duties of protected area staff and partners.</li> <li>Essentials of good personal conduct and environmental practice in the work place.</li> </ul>	Lectures, presentations.
ADMINISTRATIVE SKILLS	<ul style="list-style-type: none"> <li>Record keeping and note taking.</li> <li>Fulfilling administrative requirements.</li> </ul>	Lectures, presentations.
COMMUNICATION SKILLS	<ul style="list-style-type: none"> <li>Basic leadership, team building and motivation.</li> <li>Communicating with stakeholders and visitors.</li> </ul>	Presentations with examples. Site based instruction. Practical exercises.
BASIC FIELD WORK SKILLS	<ul style="list-style-type: none"> <li>First aid.</li> <li>Good environmental practice in the workplace and the field.</li> <li>Emergency response procedures.</li> <li>Fire prevention and firefighting.</li> <li>Safe use, care and maintenance of tools and equipment.</li> <li>Maps, navigation and GPS.</li> <li>Basic boat handling and safety (if necessary).</li> <li>Basic vehicle use and safety (if necessary).</li> </ul>	Presentations with examples. Site Based instruction.
LEGAL BASIS	<ul style="list-style-type: none"> <li>Understand the laws and regulations affecting the site and its resources.</li> <li>Understand the powers and duties of the ranger.</li> </ul>	Classroom presentation. Practical exercise. Question and answer.

<ul style="list-style-type: none"> <li>Treat members of the public with respect and understanding during patrol and enforcement activities.</li> </ul>	Individual tests.
<b>LAW ENFORCEMENT</b> <ul style="list-style-type: none"> <li>Recognise and identify signs of illegal or restricted activities in the field.</li> <li>Participate in patrol activities safely, effectively and with discipline.</li> <li>Participate in tactical enforcement operations (raids).</li> <li>Apprehend and detain suspects correctly and legally.</li> <li>Issue warnings and guidance for future conduct.</li> <li>Conduct searches, spot checks and inspections.</li> <li>Correctly secure and process a crime scene.</li> <li>Follow correct procedure for dealing with evidence and confiscated items.</li> <li>Complete required paperwork for recording and reporting activities and events.</li> <li>Provide testimony in court.</li> </ul>	Classroom presentation. Field based instruction. Simulated patrols and raids. Individual practice and tests for correct procedures.
<b>PERSONAL SECURITY</b> <ul style="list-style-type: none"> <li>Deal effectively with hostile situations and defend oneself against physical attack.</li> </ul>	Theory in classroom. Practical instruction and practice.

## 7. 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.

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

An outline of a possible basic curriculum is shown in Table 9.

Table 9 Possible curriculum for a community outreach course

<b>Course</b>	<b>Planning and management of community outreach programmes and activities in protected areas</b>	
<b>Duration</b>	5 days or 2 x 3 day modules	
<b>Target group</b>	Director, Deputy Director and other Department Heads.	
<b>Purpose</b>	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.	
<b>Assessment</b>	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.	
<b>Topic</b>		<b>Mode of Delivery</b>
<b>Background</b>		Formal lectures
<ul style="list-style-type: none"> <li>Communities living in protected areas, corridors and buffer zones.</li> <li>Key concepts and principles relating to communities and sustainable rural development.</li> </ul>		
<b>Survey and Assessment</b>		Seminars and discussions
<ul style="list-style-type: none"> <li>Techniques for gathering and recording information about communities and livelihoods.</li> <li>Planning and conducting basic social and economic surveys.</li> </ul>		
<b>Working with communities</b>		Village visits with expert facilitation
<ul style="list-style-type: none"> <li>Basic communication skills for working with local communities; the participatory approach.</li> <li>Promoting development of local networks and organizations.</li> <li>Providing advice on sustainable community based natural resource use and management.</li> <li>Developing agreements with communities for resource access and use.</li> <li>Specifying, and evaluating sustainable quotas for natural resource use using scientific</li> </ul>		Group work and exercises

<ul style="list-style-type: none"> <li>• Resolving conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions)</li> <li>• Identifying and mobilising sources of assistance, support and finance for local communities.</li> </ul>	Study visit to protected areas
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## 8. BUILD CAPACITY FOR TOURISM AND RECREATION PLANNING AND MANAGEMENT.

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

### 8.1 Develop and deliver a training programme for protected area staff and partners in tourism and recreation,

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

Table 10 Possible curriculum for a tourism and recreation course

Course		PLANNING AND MANAGEMENT OF TOURISM AND RECREATION IN PROTECTED AREAS
<b>Duration</b>	5 days or 2 x 3 day modules.	
<b>Target group</b>	Level 3 and 4 personnel.	
<b>Purpose</b>	To enable staff to develop, manage and monitor appropriate programmes of tourism and recreation.	
<b>Assessment</b>	Completion of full attendance at all components. Completion of a practical assignment. Possible written examination.	
Topic	Mode of Delivery	
<b>Background</b>	Formal lectures	
<ul style="list-style-type: none"> <li>• Fundamentals of the tourism industry in Albania.</li> <li>• Legal and administrative basis for tourism and recreation in protected areas.</li> <li>• Key concepts in tourism and recreation provision and management.</li> </ul>	Seminars and discussions	
<b>Planning and design of recreation activities</b>		
<ul style="list-style-type: none"> <li>• Identifying recreation opportunities and design appropriate recreation activities for a protected area.</li> <li>• Planning and implementation of recreation surveys to gather information about visitors and the use of the site.</li> <li>• Identifying potential recreation impacts and design impact monitoring and mitigation systems.</li> <li>• Leading the participatory development of plans and programmes for PA based tourism (Eco-tourism, Nature based tourism etc.)</li> <li>• Developing business and financial plans and forecasts for tourism and recreation (costs, incomes, fees, ticketing, permits, concessions, franchises etc.).</li> <li>• Working with local communities to jointly develop and manage tourism activities and services.</li> </ul>	Presentations by tour operators	
<b>Visitor management</b>		
<ul style="list-style-type: none"> <li>• Establishing safety standards and codes of conduct for protected area users.</li> <li>• Supervising safety and security of visitors and other users.</li> <li>• Responding to emergencies and accidents to visitors.</li> </ul>	Group work and exercises	
<b>Awareness and interpretation for visitors</b>		
<ul style="list-style-type: none"> <li>• Planning and designing awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.).</li> <li>• Researching and planning interpretive/tourist/visitor centres and other major infrastructure.</li> <li>• Researching, planning, and designing awareness and educational publications, exhibits and signs</li> <li>• Researching, planning, and designing special education programmes for schools.</li> <li>• Delivering interpretive/ awareness/ educational presentations for visitors, local people and educational groups (talks, guided walks, lectures, audio-visual presentations etc.)</li> </ul>	Study visit to other protected areas	

## **8.2 Engage in regional initiatives to share experience improve standards for tourism and recreation.**

The Czech Republic 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, personnel from the Czech Republic should be enabled to visit and learn from other protected areas in Europe with well-established and successful tourism programmes.

## **9. ORGANISE A SERIES OF FACILITATED SEMINARS/LEARNING EVENTS FOR SENIOR PROTECTED AREA STAFF**

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The lack of data has made it difficult to assess capacities at Level 4/5, but overall capacity appears to be quite patchy, especially since protected areas do not have separate administrations. 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 annual (or six monthly) facilitated seminars on priority topics, each with a specialist facilitator. It may be possible to make use of international specialists working on PA projects to lead these events. The following specific recommendations are based on the results of this needs assessments, but a wide range of events could be held.

**9.1 Hold a seminar/learning event for senior staff on development of tourism and recreation in protected areas.**

**9.2 Hold a seminar/learning event for senior staff on collaborative management with local communities.**

## **10. BUILD CAPACITIES OF TRAINING INSTITUTIONS AND UNIVERSITIES FOR PROTECTED AREA MANAGEMENT TRAINING**

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An effective long term strategy for improving capacity would be to ensure that compulsory modules are included in all relevant pre-entry educational programmes for foresters and potential protected area staff. Universities, forestry and agricultural training institutions should develop course modules relevant to protected areas, focusing on applied aspects of management.

**10.1 Responsible authorities should work with training institutions and universities to develop a set of standard PA management modules, focusing on applied skills and techniques.**

**10.2 Institutions should organise delivery of modules and courses so that they can also be attended by employed staff as short professional development courses.**

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

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

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

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

<p><b>0</b> = Staff at this level do not need these skills.</p> <p><b>1</b> = Staff at this level need these skills, but have little or no competence in them: extensive training and development are needed.</p> <p><b>2</b> = Staff at this level need these skills and have some competence in them: Further training and development are needed</p>	<p><b>3</b> = Staff at this level need these skills and have good competence in them: Periodic updating only is needed.</p> <p><b>4</b> = Staff at this level need these skills and are highly competent in them. They could train and instruct others in these skills.</p>
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STAFF CATEGORY.	Support staff (Labourers, cleaners, drivers etc.)	Administrative Staff	Rangers/. Field Staff	Mid-level Managers/. Professional Staff/Head Rangers	Directors/. Deputy Directors
SKILLS CATEGORY	<i>Assessment 0,1,2,3 or 4</i>				
<p><b>GENERAL SKILLS (GEN).</b> General skills require for any job. Commitment, motivation, positive attitude, honesty, teamwork etc.</p>					
<p><b>FINANCIAL &amp; RESOURCES MANAGEMENT (FRM).</b> Management and organisation of finances, assets and equipment for the protected area.</p>					
<p><b>HUMAN RESOURCES MANAGEMENT &amp; DEVELOPMENT. (HUM).</b> Directing, managing, organising and capacity building for staff and others working in the PA</p>					
<p><b>COMMUNICATION TECHNOLOGY AND INFORMATION (CTI).</b> Communication skills. Presentations, reports, negotiations, conflict resolutions. Use of computers and technology.</p>					
<p><b>FIELD CRAFT AND PRACTICAL SKILLS (FCR).</b> Skills for field work: navigation, health and safety, basic construction and maintenance and good environmental practice in the field.</p>					
<p><b>CONSERVATION ASSESSMENT PLANNING &amp; MANAGEMENT (CMP).</b> 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.</p>					
<p><b>SUSTAINABLE DEVELOPMENT &amp; COMMUNITIES (SDC).</b> Conducting social and economic assessments in local communities. Working with communities in the Protected Area and Buffer Zone to promote sustainable</p>					

resource use and development					
<b>PROTECTED AREA POLICY, PLANNING AND PROJECTS (PAM).</b> Preparing strategies, master plans and management plans for managing protected areas. Designing and applying for special projects to support the work of Protected Areas					
<b>LAW ENFORCEMENT (LAW).</b> Law enforcement: understanding the law and conducting activities to enforce the law in protected areas.					
<b>RECREATION AND TOURISM (RTO).</b> Planning and managing environmentally sensitive recreation and tourism for visitors to protected areas					
<b>AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA).</b> 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)					
<b>C2. ALLOCATION OF TIME FOR TRAINING AND DEVELOPMENT</b>					
Please indicate what you consider to be the ideal amount of time to be devoted each year to formal training of staff at different levels Indicate <u>one choice</u> for each staff category					
	<b>Support staff (Labourers, cleaners, drivers etc.)</b>	<b>Administrative Staff</b>	<b>Rangers/. Field Staff</b>	<b>Mid-level Managers/. Professional Staff/Head Rangers</b>	<b>Directors/. Deputy Directors</b>
0 days					
1-5 days					
6-10 days					
11-15 days					
16-20 days					
>20 days					
<b>C. OTHER COMMENTS</b>					
<b>Please add any further comments or suggestions</b>					
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