



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

SLOVENIA

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ABBREVIATIONS USED IN THE TEXT

| | |
|---------------------|--|
| BfN | Bundesamt für Naturschutz (German Federal Agency for Nature Conservation). |
| CBD | Convention on Biological Diversity. |
| ha | Hectare(s) |
| 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. |
| SVN | Slovenia |
| TNA | Training needs assessment. |
| WCPA | World Commission on Protected Areas |

1 SUMMARY

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

The component for Slovenia included the following elements.

A **General Questionnaire** (Annex 1) was completed by 7 respondents, representing 7 protected areas covering over 166,0000 ha, and with 140 staff (of which 33 are classified as administrative or support staff). A detailed **Self-Assessment Questionnaire** (Annexes 2 and 3) was completed by 74 individuals from six protected area managing entities. The use of three different ways of assessing capacity needs (assessment by managers, self-assessment by individuals and identification by individuals of personal preferences) offers quite different perspectives on needs and priorities. Results presented in this report have been aggregated across the whole region; results for the individual participating countries are published in supplementary reports.

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

1.1 MAIN CONCLUSIONS

1.1.1 OVERALL CONCLUSIONS

The overall level of staff capacity in Slovenia is moderate to good. However certain important aspects of protected area management require capacity development as a priority: working with communities, recreation and tourism and conservation management and planning.

1.1.2 STAFFING

- Over 50% of personnel in PAs in Slovenia are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region. Slovenia (56% male/44% female) has a good gender balance among PA staff, compared to the rest of the region (average: 66% male/34% female).
- The personnel surveyed are well educated, with 78% having a university education and the remainder educated to high school level.
- The workforce has quite a good balance of ages and experience, with good numbers of older and more experienced staff, mid-career workers and recent recruits. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time (in some countries high staff turnover is a major limiting factor for staff development).

1.1.3 TRAINING

- The overall current average of training delivered of more than 2 training days per person per year is above the regional average, but is much less than the 6-10 days recommended by managers in the General Questionnaire.
- Recent training topics in Slovenia have covered a broad range of topics and have come from a diversity of providers. No training is reported on community outreach work.
- Slovenia (unlike other countries in the region) does have a system of training and certification for rangers, but this has fallen out of use.
- The results suggest that some internal budgets do exist for staff training, but these cannot be precisely quantified.
- Managers' preferred learning methods are study visits and short courses.

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.

1.2 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.

MANAGEMENT OF FINANCE AND PHYSICAL RESOURCES (FRM)

This is a significant need at Level 4/5., in particular the topics of business planning and general financial planning and reporting. At Level 3 there is also a need for development in budgeting and financial reporting.

MANAGEMENT OF HUMAN RESOURCES (HUM)

This is one of the stronger categories at all levels. However, there is a need for capacity in staff training and development.

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)

These are quite traditional protected area skills in which competence often rates quite highly. However, in Slovenia this category is a significant weakness at Level 2, where 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, particularly 2 and 3. This is quite a common finding across the region, 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 the biggest weakness at Levels 2 and 3 and the second biggest at Level 4/5. No training has been reported in the subject and staff evidently recognise the need to build their skills in working with local stakeholders, managing resource use and resolving conflicts. These results for Slovenia 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 and has been a prominent topic of previous training provision, both questionnaires show that there are still weaknesses in protected area planning, effectiveness monitoring and project development 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 Slovenia appears to be quite weak at Level 2 especially.

RECREATION AND TOURISM (RTO)

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

AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

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

1.3 RECOMMENDATIONS

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

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 SLOVENIA

- 1.1 The competent Ministry should develop a general overall policy, strategy and plan for capacity development of its personnel.
- 1.2 The competent Ministry 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 competent Ministry should establish basic norms for how much capacity development should be made available to staff.
- 1.4 The competent Ministry 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.
- 1.6 The system for training and certification of rangers should be revived.

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

- 2.1 Appoint a capacity development/training officer (or small team) in the competent Ministry and, ideally, 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.

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

- 3.1 Slovenia should continue to be an active partner in regional initiatives through Europarc, Eurosite, IUCN etc.

4. REVIVE THE TRAINING AND CERTIFICATION PROGRAMME FOR RANGERS

- 4.1. Prepare a new curriculum for ranger training and certification. This should include topics identified as priorities in this survey.
- 4.2. Prepare a standard training package for the delivering the new curriculum for ranger training and certification, that could be used by senior PA staff to train the rangers.
- 4.3 Provide regular updates for rangers on legislation, threats and approaches for reducing illegal activities.

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

- 5.1 The competent Ministry should prioritise development a clear national framework and system for modern PA management planning, monitoring, reporting and adaptive management.

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

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

6. BUILD CAPACITY FOR APPLIED CONSERVATION BIOLOGY AND CONSERVATION MANAGEMENT

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

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

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

7.1 Develop and deliver a training programme PA Administrations in tourism and recreation.

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

8. BUILD CAPACITY FOR WORKING WITH COMMUNITIES

8.1 Develop and 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 seminar on financing of protected areas.

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

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 project development, management and monitoring.

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 Slovenia.

3 METHOD

3.1 SELECTION OF PARTICIPATING COUNTRIES

Of the 23 participating countries³, Slovenia 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 Ukraine. See General Report for details.

3.2 DESIGN OF THE QUESTIONNAIRES

Two questionnaires were used in Slovenia.

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.

- 1 A cover page, requesting general details about the respondent and including information about the time and location of the assessments (see Annexe 2).

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

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 Slovenia are shown in Table 5.

Table 5 Completion of questionnaires in Slovenia

| Survey | Number of questionnaires completed | Number of PAs covered by questionnaires | Staff numbers | Dates of survey |
|--------------------------------------|------------------------------------|---|--------------------------------|-----------------|
| General Questionnaire | 7 | 7 | 140 | April-May 2013 |
| Self-Assessment Questionnaire | 74 | 6 | 74 individual self-assessments | April-May 2013 |

4 RESULTS

4.1 OVERVIEW OF PROTECTED AREA CAPACITY DEVELOPMENT IN SLOVENIA

Information from the report of national consultant Jana Kus Veenliet.

The analysis of past trainings has shown that in the last five years only few training events were organised specifically for protected area managers. Regular training of nature rangers (4 days/year) is organised by the Public Institute Triglav National Park. Themes of training vary depending on needs (e.g. legal issues on direct surveillance in nature, alien species, conservation of raptors, identification of reptiles). Occasionally, nature rangers from other PAs join these trainings. The Public Institute 'Škocjan Caves Park' organises each year training of their cave guides. The themes of such trainings are guiding in nature, interpretation of nature, specifics of karst, storytelling, safety at work, first aid.

Several training events have been organised in the framework of Dinaric Arc Ecoregion project (2008–2011). During this project, an analysis of capacity building has been made, but more on a systemic level than on level of personal skills. Trainings on (i) management efficiency, (ii) business planning, (iii) ecosystem services valuation have been organised in the framework of this project. Regrettably insufficient effort has been made to ensure continuation of such activities, so after the end of the project no more trainings have been organised.

A few training events have also been organised by the competent Ministry. In 2008, the Ministry organised training and examination of park rangers, who need to obtain a licence to be able to work in the field as park rangers. However, since 2008 such training has not been repeated, so new staff working as nature rangers are unable to obtain a licence. This is a serious shortcoming of the system. Data from the analysis, conducted in 2011 has shown that 32 % of nature rangers (15 out of 46) do not have mandatory certificate, which is limiting their competences in the field. Organising regular training for park rangers (at least every two years) would therefore be a priority.

In the last five years the Ministry has organised several one day workshops for PA managers, especially on management planning. But in the last two years the number of such events has been reduced, probably due to lack of staff at the ministry and lack of finances at PA agencies to travel to such events.

There is in particular lack of training on conservation, assessment planning and management. Only short one-off events are organised, while no long term focused training program is in place. The analysis of skills of PA managers has also clearly shown that there is a serious lack of skills in this field.

4.2 COVERAGE OF THE SURVEYS

4.2.1 COVERAGE OF THE GENERAL QUESTIONNAIRE

The national consultants collected information from 7 respondents with overall responsibility for 7 protected areas covering over 166,000 ha and employing 140 people of whom 33 are classified as administrative and support staff.

4.2.2 COVERAGE OF THE SELF-ASSESSMENT QUESTIONNAIRE

Self-assessments were completed by 74 individuals from 6 protected areas as shown in Table 6.

Table 6. Source of the self-assessment questionnaires

| Institution | |
|-------------|----------------------------------|
| 1 | Triglav National Park |
| 2 | Škocjan Caves Park |
| 3 | Kozjanski park |
| 4 | Landscape Park Ljubljansko barje |
| 5 | Landscape Park Strunjan |
| 6 | Landscape Park Goričko |

4.2.3 STAFF DENSITY

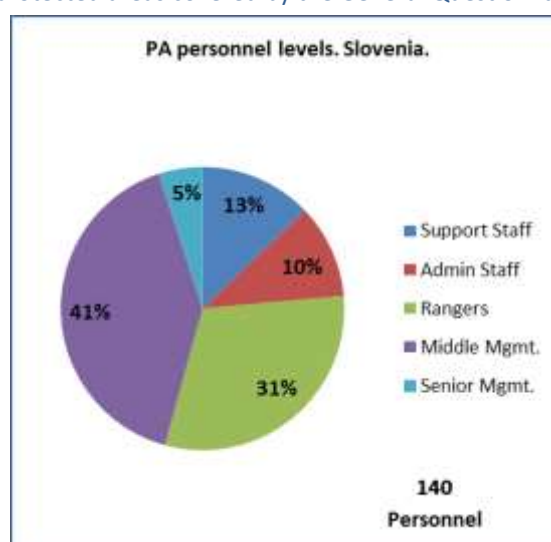
Based on the areas of the protected areas and the numbers of staff reported in the General Questionnaire, there is a staffing density of approximately 0.64 personnel (excluding support staff) per thousand hectares of protected area (0.84 including support staff). The calculated staffing density is less than the regional average of 1.16 staff per 1,000 hectares. However, the General Report concludes that staffing density 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 therefore not possible to make meaningful recommendations about ideal numbers of staff or staffing densities in protected areas in the region; the optimum number depends on many factors, such as the system of governance, the size of the area, the terrain, accessibility, staff capacity, the objectives of the site and the severity of the threats it faces.

4.3 STAFF PROFILES

4.3.1 GENERAL QUESTIONNAIRE

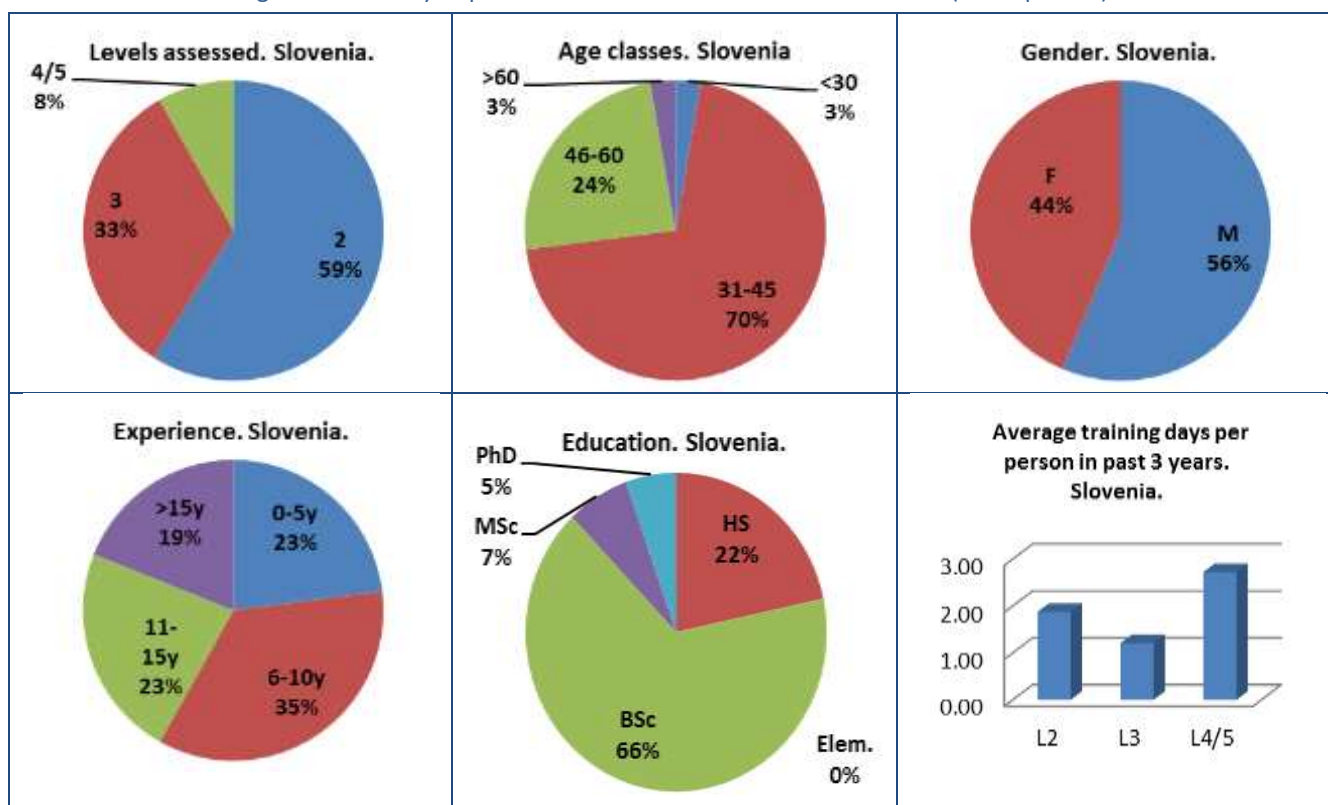
The responses to the General Questionnaire list 140 personnel, whose distribution between job categories is shown in Figure 1. This provides an indication of the overall balance of staff levels in the system.

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 (74 responses)



4.4 TRAINING

4.4.1 RECENT TRAINING PROVISION

In the General Questionnaire, respondents were asked to provide details of training provided for personnel in their organisation in the past three years. From this, it could be calculated that the personnel (excluding support staff) in Slovenia received 2.12 training days per person per year. This is above the regional average of 2.04 days per year.

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 that has been delivered covers a range of topics, but has focused on general skills for government staff, field skills and conservation management and planning. No training was reported on working with communities.

Figure 3 Training topics reported in the General Questionnaire



4.4.3 TRAINING PROVIDERS REPORTED IN THE GENERAL QUESTIONNAIRE

Figure 4 shows that a training has come from a diversity of sources, without the dependence on international projects that is found in many other countries in the region.

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 for all technical, management and ranger staff is 6-10 days per year, at least 3 times what is currently provided.

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

| Recommended Annual Number of Training Days. Ranked preferences. Slovenia. 1 = Most preferred 6= Least preferred | | | | | | |
|--|--------------|-----------------|----------------------|-------------|---------------|--|
| Training Days | Senior Mgmt. | Middle Managers | Rangers/ Field Staff | Admin Staff | Support Staff | |
| 0 | 3 | 3 | 3 | 1 | 2 | |
| 1-5 | 1 | 3 | 1 | 1 | 1 | |
| 6- 10 | 1 | 1 | 1 | 1 | 3 | |
| 11- 15 | 3 | 2 | 4 | 1 | 4 | |
| 16-20 | 5 | 5 | 4 | 5 | 4 | |
| >20 | 5 | 5 | 4 | 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 Slovenia, 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 | 6 | 3 |
| FRM | FINANCIAL & RESOURCES MANAGEMENT | 3 | 10 |
| HUM | HUMAN RESOURCES MANAGEMENT & DEVELOPMENT | 7 | 11 |
| CTI | COMMUNICATION TECHNOLOGY AND INFORMATION | 1 | 6 |
| FCR | FIELD CRAFT AND PRACTICAL SKILLS | 10 | 4 |
| CMP | CONSERVATION ASSESSMENT PLANNING & MANAGEMENT | 3 | 2 |
| SDC | SUSTAINABLE DEVELOPMENT & COMMUNITIES | 9 | 8 |
| PAM | PROTECTED AREA POLICY, PLANNING AND PROJECTS | 2 | 1 |
| LAW | LAW ENFORCEMENT | 5 | 7 |
| RTO | RECREATION AND TOURISM | 10 | 5 |
| AWA | AWARENESS, EDUCATION AND PUBLIC RELATIONS | 8 | 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 some 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. Slovenia. | | | | | |
|--|--------------|-----------------|-------------------------|-------------|---------------|
| 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 | 4 | 5 | 5 | 6 | 3 |
| Short training sessions provided by supervisors & managers in the work place | 3 | 4 | 2 | 2 | 1 |
| Short Formal Training Courses (<1 week) | 2 | 2 | 3 | 1 | 2 |
| Longer training courses (1-4 weeks) | 6 | 5 | 6 | 8 | 7 |
| Long Term Study for Formal Qualifications (e.g. University Courses) | 8 | 8 | 7 | 7 | 7 |
| Informal individual learning using training manuals and study materials | 5 | 3 | 4 | 4 | 5 |
| Formal individual study through distance learning, internet etc. | 6 | 7 | 8 | 5 | 5 |
| Exchanges and study visits with other Protected Areas | 1 | 1 | 1 | 3 | 4 |

4.4.7 FUNDING FOR TRAINING

Respondents to the General Questionnaire were asked to detail budgets for training in the past three years. Two sites reported on this. The Škocjan Caves report expenditure of EUR 3,300 per year and Kozjanski Park of between EUR 500 and EUR 1,000.


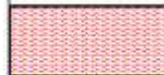

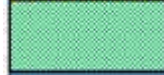

4.5.1 GENERAL ASSESSMENTS OF COMPETENCE BY MANAGERS OF PERSONNEL IN THEIR ORGANISATIONS (GENERAL QUESTIONNAIRE)

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 7). These graphics exclude assessments of '0' (not relevant), and therefore only represent proportion of responses which considered the skills category to be relevant. The author has found that a rapid assessment of competence can be made by considering the boundary between the two weakest categories (indicated in red and yellow) and the two strongest categories (green and blue). The yellow-green boundary therefore, provides a quick indication of comparative competence of the different categories.

Table 7 Colour coding used for competences

| Rating | Definition | Colour code |
|--------|--|---|
| 0 | Personnel in 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.

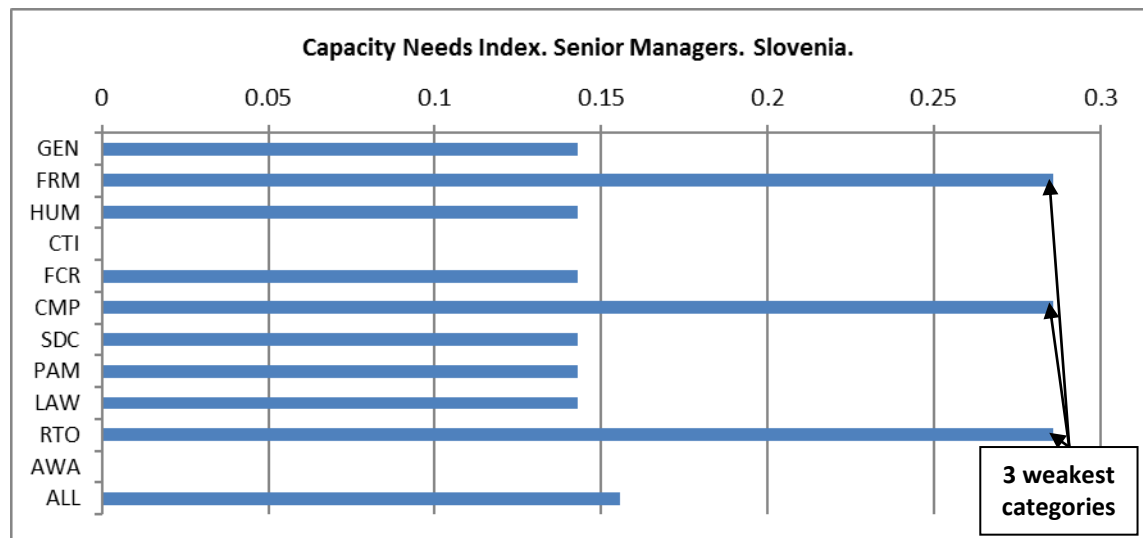
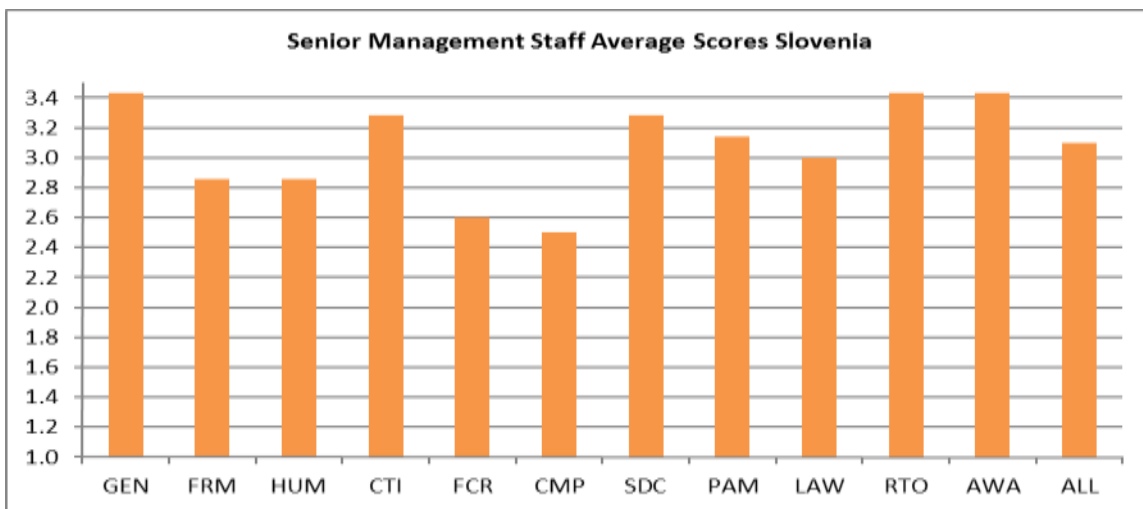
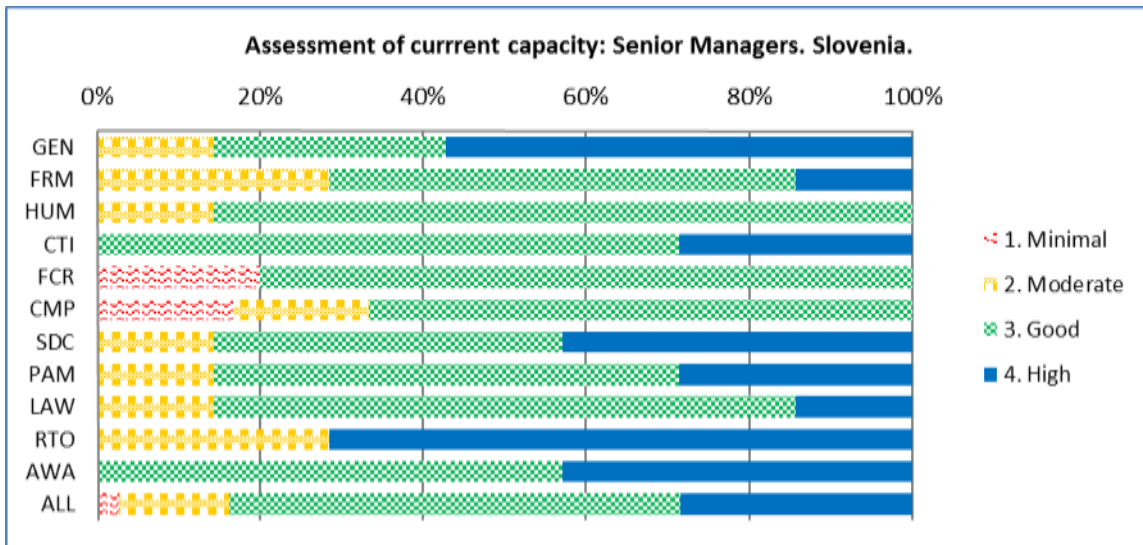
Capacity Needs index (CNI) =

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.

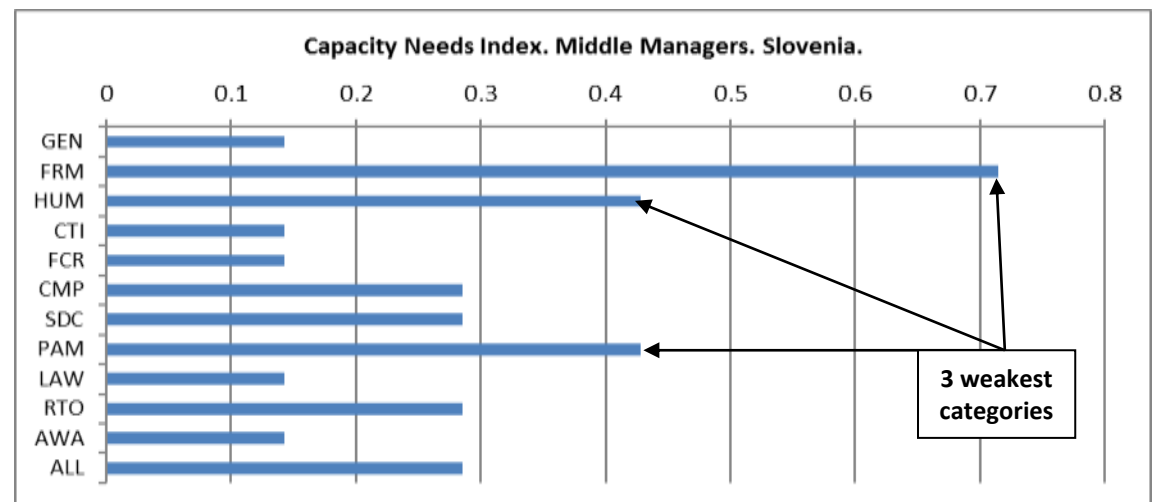
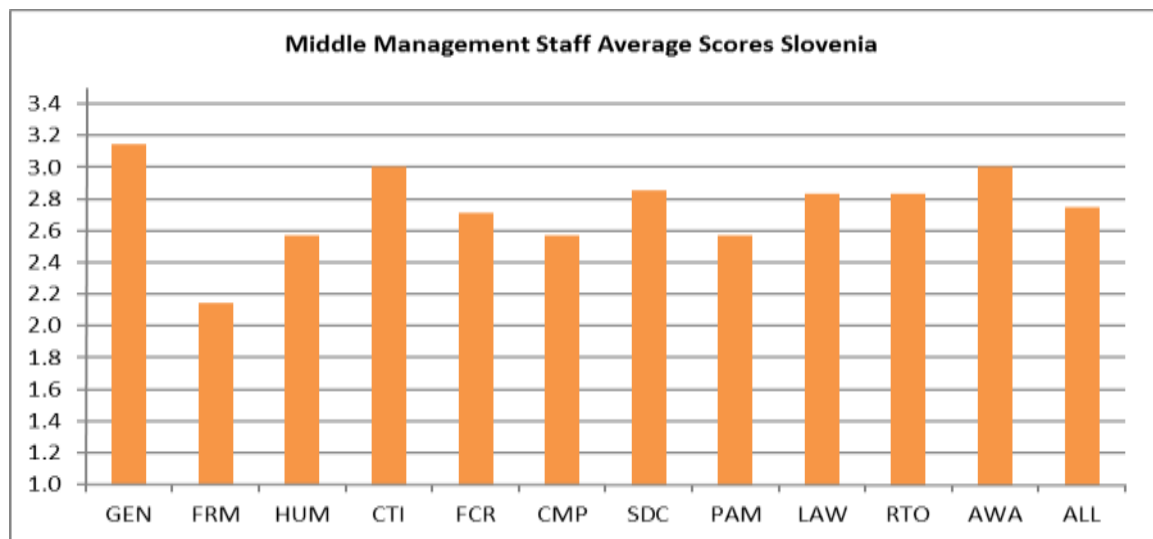
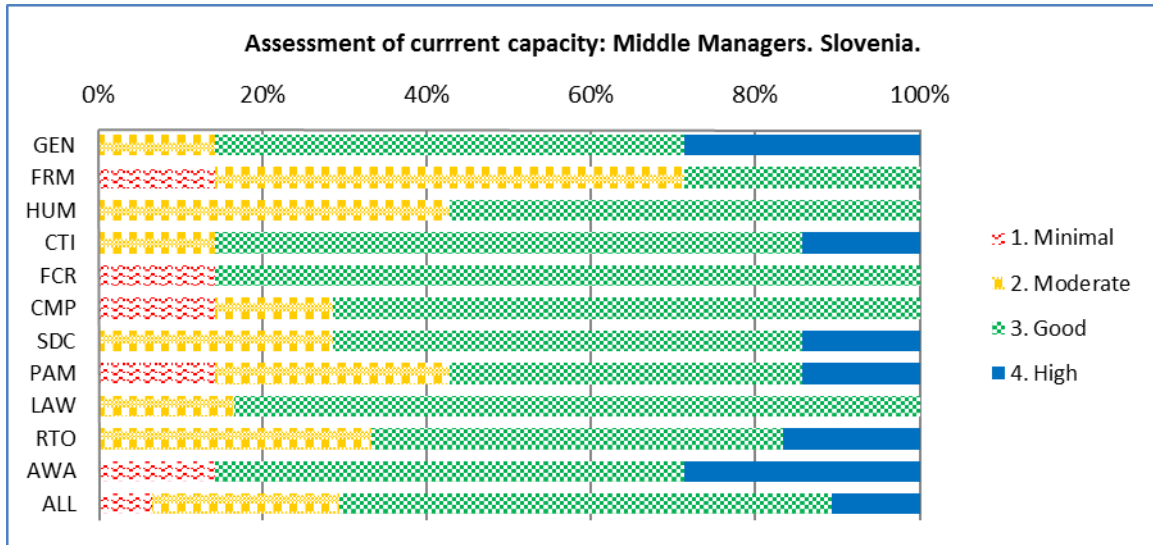
GENERAL ASSESSMENTS BY PA DIRECTORS OF COMPETENCE IN PROTECTED AREAS: SENIOR MANAGERS



OBSERVATIONS

Overall, confidence in the competence of senior managers is good; nearly 85% of the responses were in the strongest two bands. Three categories are conspicuously weaker: financial management (FRM), conservation management (CMP) and recreation and tourism (RTO).

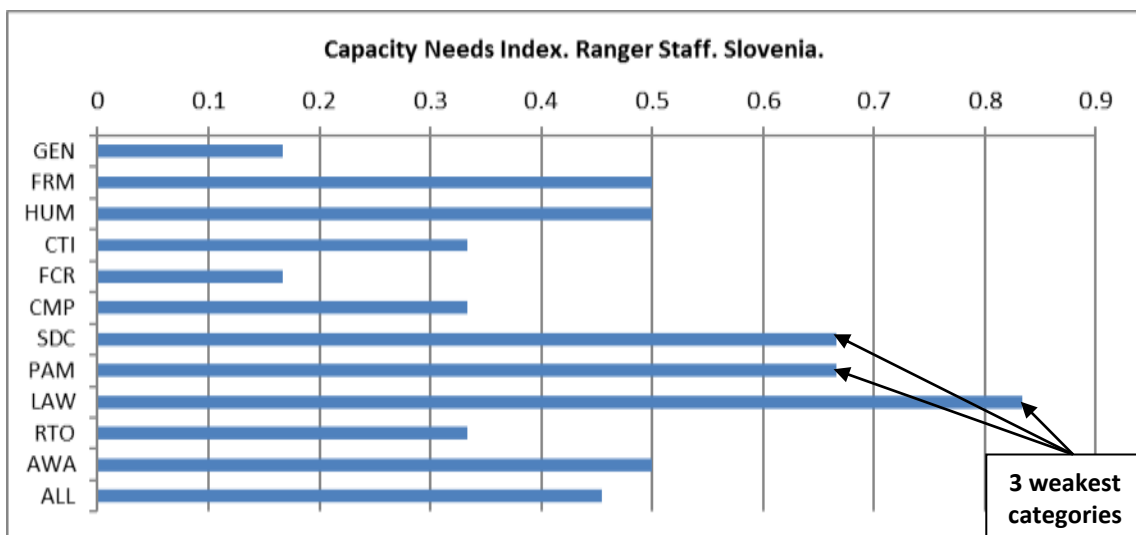
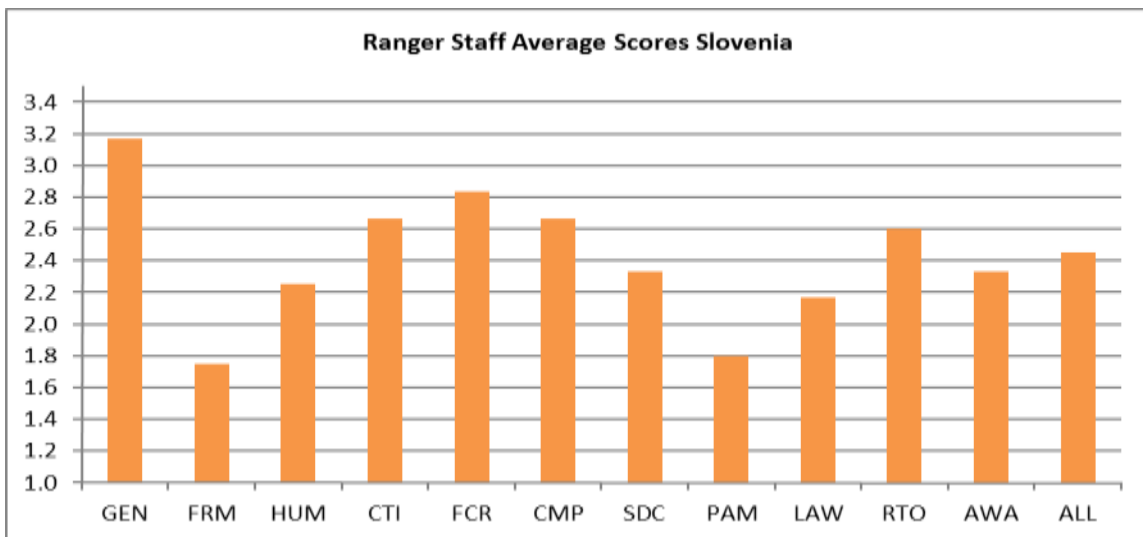
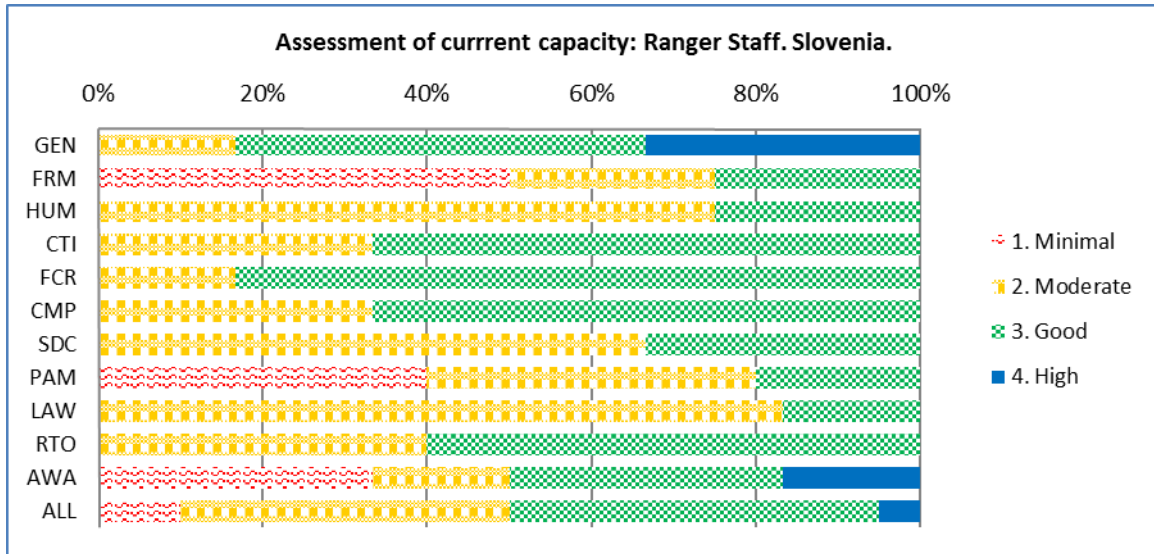
GENERAL ASSESSMENTS BY PA DIRECTORS OF COMPETENCE: MIDDLE MANAGERS



OBSERVATIONS

The overall assessment shows good levels of competence with more than 70% of assessments in the strongest two bands. Financial management is very weak, however and human resource management and protected area planning are also conspicuous needs.

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



OBSERVATIONS

Around 45% of responses were in the two weakest bands (1 and 2), indicating a general need for improved capacity. The three weakest technical categories are community outreach, protected area management and especially law enforcement.



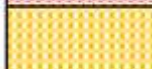
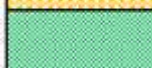

4.5.2 SELF ASSESSMENTS OF COMPETENCE BY INDIVIDUALS

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 8 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.

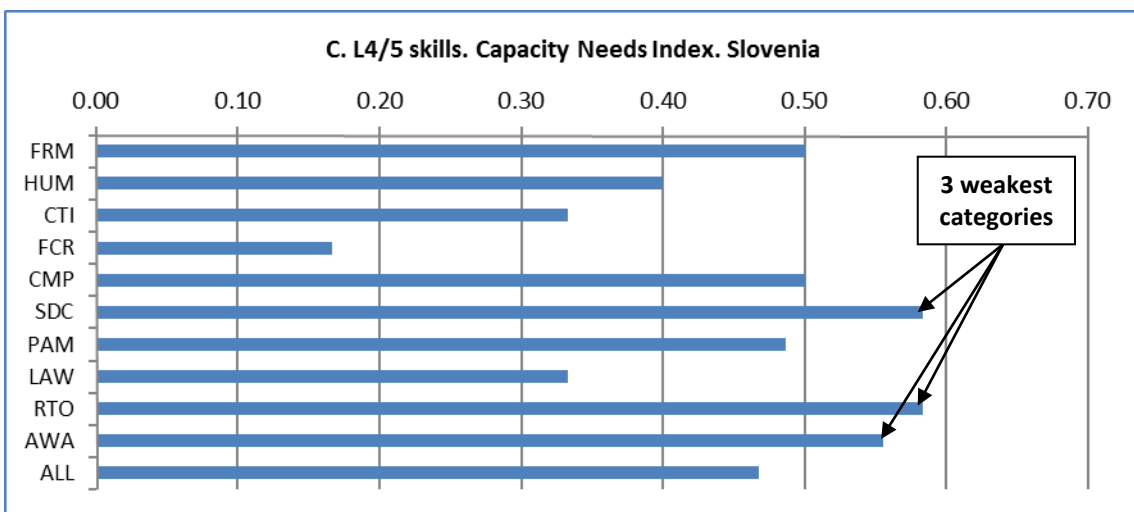
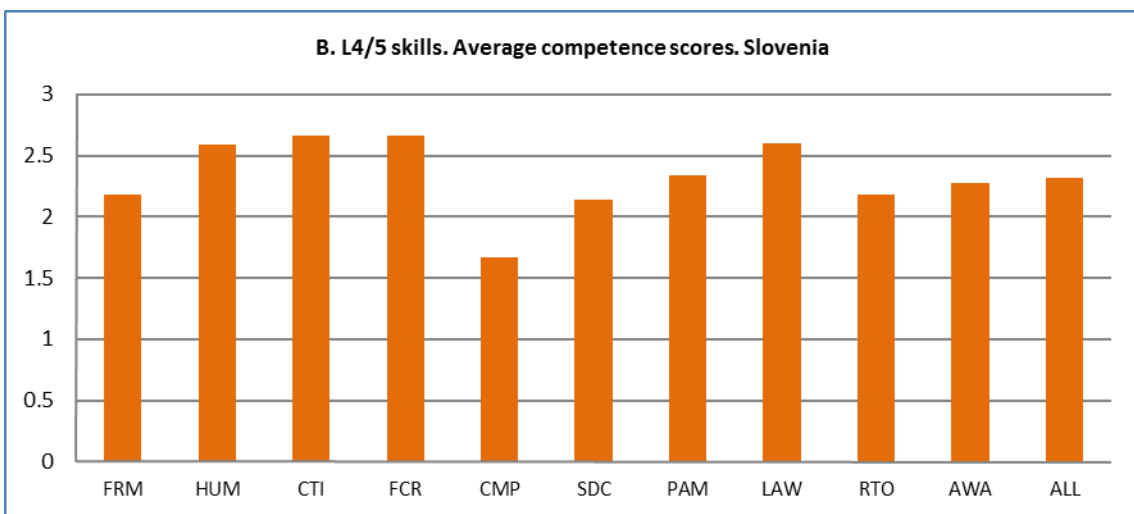
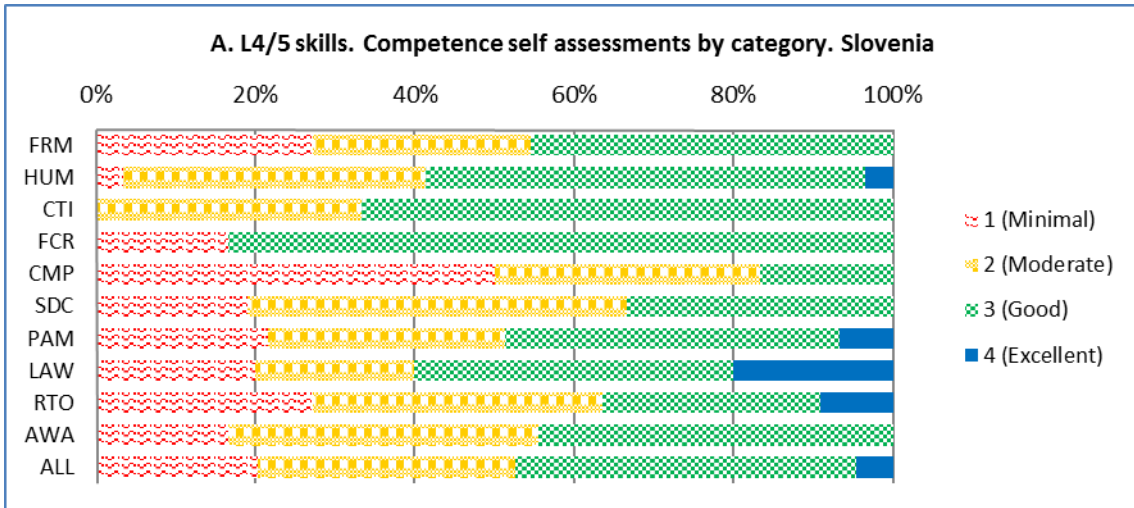
The results are shown grouped according to the levels associated with the competence. Individuals provided responses about skills at their level and the level below; in the case of Slovenia Level 5 staff also self-assessed for Level 3 skills; the numbers of individuals answering questions at each level are shown in Table 9. 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 9 Numbers and levels covered by the Self-Assessment Questionnaire

| Level of Skills | 2 | 3 | 4/5 |
|------------------------|------------------|-------------------|-------------------|
| Numbers of respondents | 43 Level 2 staff | 24 Level 3 staff | 6 Level 4/5 staff |
| | 24 Level 3 staff | 6 Level 4/5 staff | |
| | 67 responses | 30 responses | 6 responses |

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

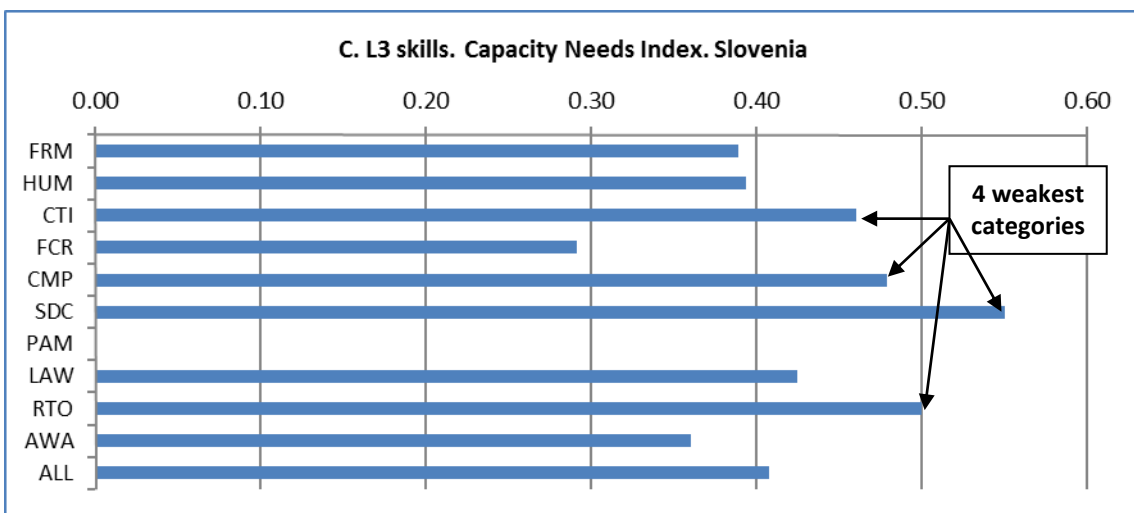
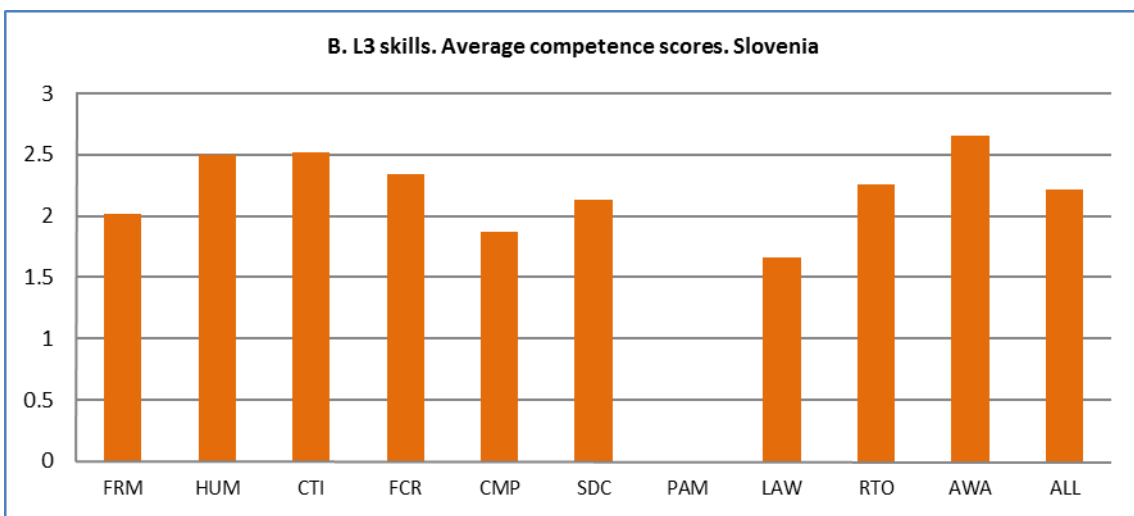
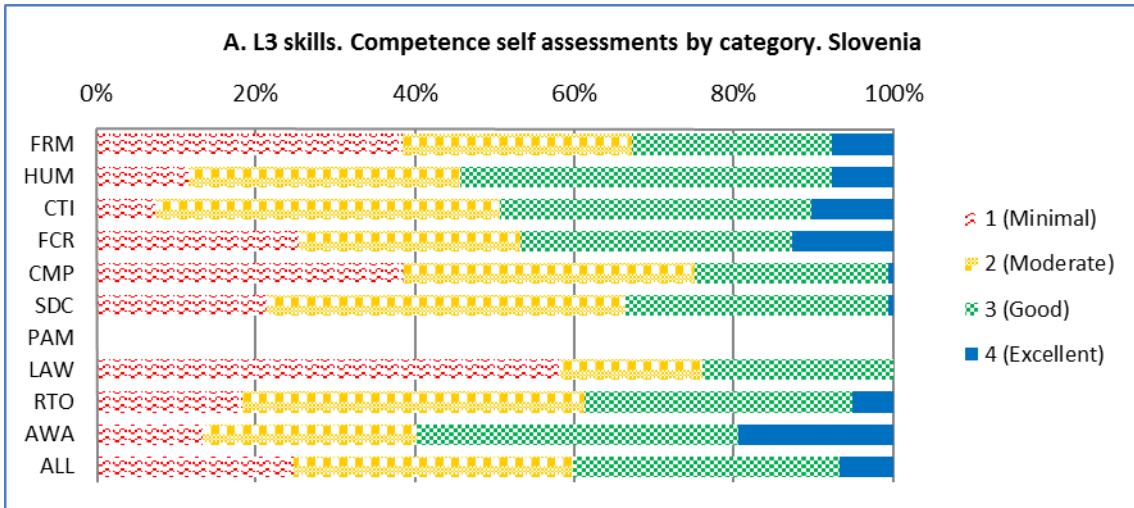
SELF ASSESSMENTS OF COMPETENCE: SKILLS AT LEVELS 4 AND 5



OBSERVATIONS

The self-assessments of senior management are much weaker than the general assessment. More than 45% of the self-assessments are in the two weakest score bands (1 and 2), indicating a general need for capacity development. For three categories, this figure exceeds 50%: community outreach (SDC), recreation and tourism (RTO) and awareness (AWA).

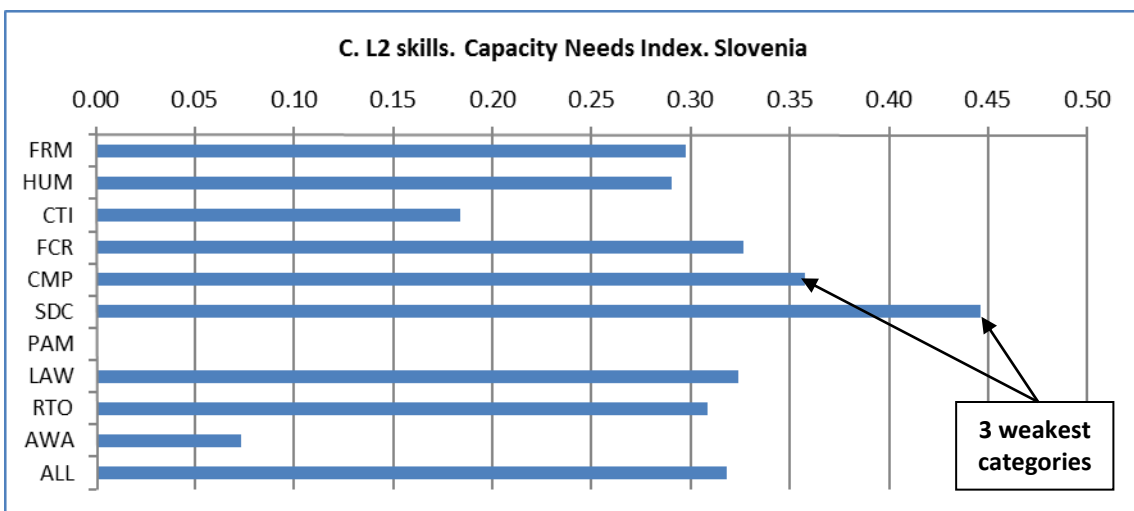
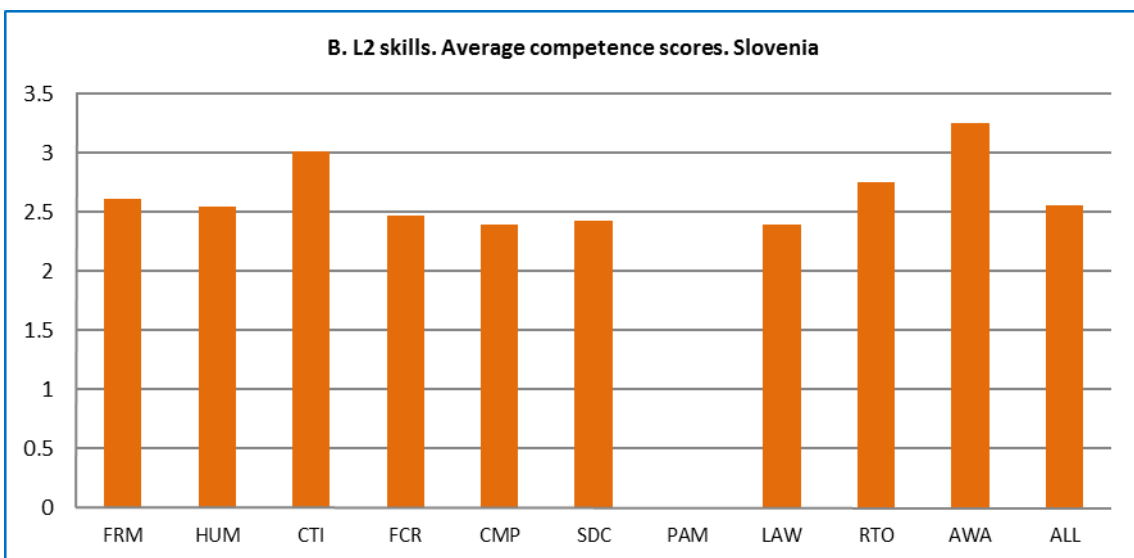
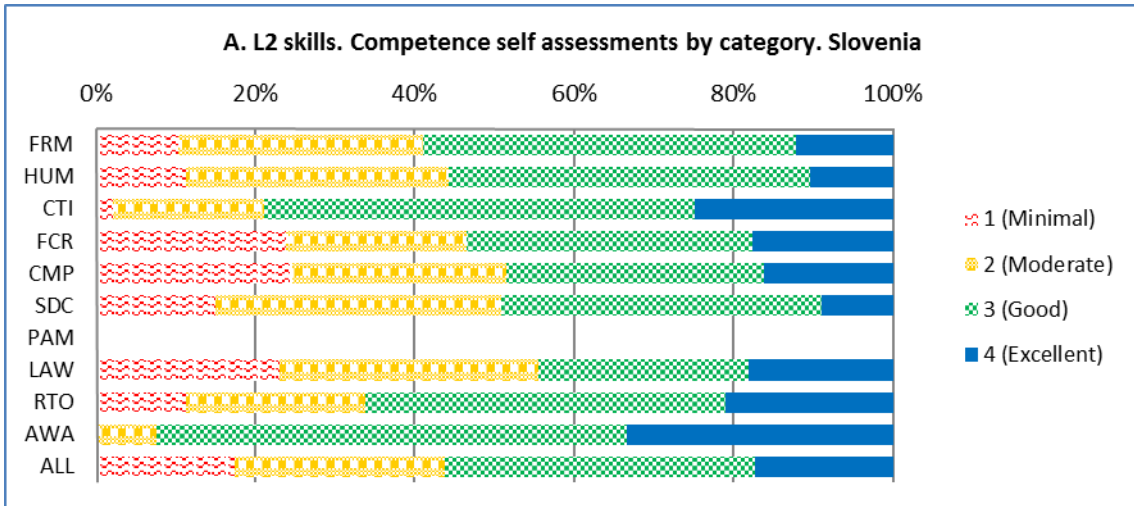
SELF ASSESSMENTS OF COMPETENCE: LEVEL 3 SKILLS



OBSERVATIONS

Overall, more than 40% of self-assessments at this level are in the two weakest bands. Community outreach (SDC), conservation management (CMP), recreation and tourism (RTO) and communication and technology (CTI) are the greatest capacity needs.

SELF ASSESSMENTS OF COMPETENCE: LEVEL 2 SKILLS



OBSERVATIONS

Self-assessments at this level are slightly stronger than at the other two levels. Awareness (AWA) is the strongest category, needs are quite similar for most of the others, but community outreach (SDC) is noticeably weak.

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 4.8 | Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT)) | 1.00 | FRM 4.2 | Develop detailed business plans, fund raising and revenue generating schemes. | 19 |
| CMP 4.5 | Determine the value of ecological/environmental services. | 0.83 | PAM 4.8 | Monitor management effectiveness of the protected area using standard tools and methods (e.g. IUCN Management Effectiveness Tracking Tool (METT)) | 19 |
| SDC 4.3 | Identify and mobilise external sources of assistance, support and finance for local communities. | 0.83 | PAM 4.1 | Understand and interpret relevant legislation for the planning and management of protected areas | 18 |
| RTO 4.2 | Develop business and financial plans and forecasts for tourism and recreation in the protected area | 0.67 | RTO 4.1 | Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities | 18 |
| CMP 4.1 | Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems) | 0.67 | RTO 4.2 | Develop business and financial plans and forecasts for tourism and recreation in the protected area | 18 |
| CMP 4.2 | Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.)) | 0.67 | CMP 4.1 | Plan, manage and evaluate, scientifically based programmes for ecosystem and habitat research, conservation and monitoring ecosystems) | 17 |
| 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) | 0.67 | PAM 4.2 | Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process | 16 |
| PAM 4.5 | Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes. | 0.67 | PAM 4.5 | Develop protected area project plans, proposals and budgets using nationally or internationally recognised formats and processes. | 15 |
| PAM 4.7 | Direct, review and evaluate implementation of special projects (with national or international funding) | 0.67 | AWA 4.3 | Plan and manage marketing, media and public relations activities. | 15 |
| RTO 4.3 | Establish safety standards and codes of conduct for protected area users. | 0.67 | CTI 4.2 | Institute mechanisms for public consultations, communication and participation over decisions, policies & plans. | 14 |
| AWA 4.1 | Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts | 0.67 | CMP 4.2 | Plan, manage and evaluate, scientifically based programmes for species research, conservation and monitoring (survey, monitoring, control, reintroduction, special protection measures etc.)) | 14 |
| PAM 5.1 | Direct and evaluate policy and strategy development for biodiversity conservation and protected area management. | 0.67 | CTI 4.1 | Negotiate agreements and resolve disputes and conflicts. | 13 |
| FRM 4.1 | Develop and monitor annual financial plans and prepare financial reports | 0.50 | SDC 4.2 | Resolve conflicts concerning protected areas, communities and other stakeholders (Disputes, complaints over settlements, resource use, land claims, decisions. Disputes between different stakeholder groups) | 13 |
| FRM 4.2 | Develop detailed business plans, fund raising and revenue generating schemes. | 0.50 | LAW 4.1 | Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations. | 12 |
| HUM 4.1 | Identify staffing needs and structures, assign roles and responsibilities and set performance standards | 0.50 | CMP 4.3 | Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.) | 11 |
| HUM 4.4 | Lead training and development needs analysis. | 0.50 | PAM 4.6 | Develop and negotiate collaborative partnerships, plans and programmes | 11 |
| HUM 4.5 | Plan, design, supervise and evaluate staff training and capacity development programmes | 0.50 | PAM 4.7 | Direct, review and evaluate implementation of special projects (with national or international funding) | 11 |

| | | | | | |
|---------|---|------|---------|--|----|
| SDC 4.4 | Design and implement long socio economic and cultural research and monitoring programmes. | 0.50 | RTO 4.3 | Establish safety standards and codes of conduct for protected area users. | 11 |
| PAM 4.4 | Plan and negotiate trans boundary protected area and conservation initiatives. | 0.50 | AWA 4.2 | Research and plan interpretive/tourist/visitor centres and other major infrastructure | 11 |
| RTO 4.1 | Lead development of detailed recreation and tourism strategies and plans for the protected area and local communities | 0.50 | CMP 4.4 | Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.) | 10 |
| AWA 4.2 | Research and plan interpretive/tourist/visitor centres and other major infrastructure | 0.50 | CMP 4.5 | Determine the value of ecological/environmental services. | 10 |
| AWA 4.3 | Plan and manage marketing, media and public relations activities. | 0.50 | SDC 4.3 | Identify and mobilise external sources of assistance, support and finance for local communities. | 10 |
| PAM 5.2 | Direct the design of protected areas, networks, systems and strategies. | 0.50 | AWA 4.1 | Lead the development of interpretation, awareness and education strategies and action plans and evaluate their impacts | 10 |
| PAM 5.4 | Direct the process of protected area boundary formalisation, rationalisation, gazettelement. | 0.50 | FRM 4.1 | Develop and monitor annual financial plans and prepare financial reports | 9 |
| PAM 5.5 | Contribute to updating of policies and legislation related to protected areas and biodiversity conservation | 0.50 | HUM 4.5 | Plan, design, supervise and evaluate staff training and capacity development programmes | 9 |
| SDC 4.1 | Develop agreements with communities for resource access and use. | 0.33 | PAM 4.3 | Lead development of contingency plans for potential disasters. | 9 |
| HUM 4.3 | Plan for and ensure the welfare, health and safety of staff, visitors and other users | 0.33 | LAW 4.2 | Coordinate protected area law enforcement activities with law enforcement and regulating agencies | 9 |
| CTI 4.1 | Negotiate agreements and resolve disputes and conflicts. | 0.33 | FCR 4.1 | Contribute to specification and design of major infrastructure projects. | 8 |
| CTI 4.2 | Institute mechanisms for public consultations, communication and participation over decisions, policies & plans. | 0.33 | PAM 4.4 | Plan and negotiate trans boundary protected area and conservation initiatives. | 7 |
| PAM 4.3 | Lead development of contingency plans for potential disasters. | 0.33 | HUM 4.1 | Identify staffing needs and structures, assign roles and responsibilities and set performance standards | 6 |
| PAM 4.6 | Develop and negotiate collaborative partnerships, plans and programmes | 0.33 | HUM 4.2 | Manage staff recruitment and contracting. | 6 |
| LAW 4.1 | Identify legal requirements and instruments for improving or extending protection and contribute to the development of protected area regulations. | 0.33 | HUM 4.3 | Plan for and ensure the welfare, health and safety of staff, visitors and other users | 5 |
| LAW 4.2 | Coordinate protected area law enforcement activities with law enforcement and regulating agencies | 0.33 | SDC 4.4 | Design and implement long socio economic and cultural research and monitoring programmes. | 5 |
| PAM 5.3 | Plan and negotiate trans boundary protected area and conservation initiatives. | 0.33 | HUM 4.4 | Lead training and development needs analysis. | 4 |
| HUM 4.2 | Manage staff recruitment and contracting. | 0.17 | SDC 4.1 | Develop agreements with communities for resource access and use. | 4 |
| FCR 4.1 | Contribute to specification and design of major infrastructure projects. | 0.17 | PAM 5.1 | Direct and evaluate policy and strategy development for biodiversity conservation and protected area management. | 0 |
| CMP 4.3 | Plan, manage and evaluate ex-situ animal conservation and breeding projects (rescue centres, captive breeding etc.) | 0.17 | PAM 5.2 | Direct the design of protected areas, networks, systems and strategies. | 0 |
| CMP 4.4 | Plan, manage and evaluate ex-situ plant conservation and breeding projects (botanic gardens, plant breeding for reintroduction and restoration etc.) | 0.17 | PAM 5.3 | Plan and negotiate trans boundary protected area and conservation initiatives. | 0 |
| PAM 4.1 | Understand and interpret relevant legislation for the planning and management of protected areas | 0.17 | PAM 5.4 | Direct the process of protected area boundary formalisation, rationalisation, gazettelement. | 0 |
| PAM 4.2 | Lead the development of protected area conservation zoning systems and management plans using an appropriate national or international format and process | 0.17 | 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 | Preferences |
| SDC 3.5 | Promote development of local networks and organizations. | 0.67 | CTI 3.4 | Operate GIS systems | 34 |
| CMP 3.4 | Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict. | 0.67 | CTI 3.3 | Operate and maintain computers for advanced functions | 17 |
| CTI 3.4 | Operate GIS systems | 0.63 | HUM 3.2 | Prepare detailed work plans for staff and direct, monitor and report on work plan implementation | 14 |
| CTI 3.5 | Manage library, archives and other information resources. | 0.63 | CMP 3.4 | Plan evaluate and supervise management of invasive and problem animals and human wildlife conflict. | 14 |
| CMP 3.3 | Specify site based special measures for assisting protection, survival or recovery of key species. | 0.60 | SDC 3.3 | Develop and negotiate participatory community conservation and management agreements. | 14 |
| CMP 3.2 | Specify, and evaluate sustainable quotas for natural resource use using scientific methods | 0.60 | CMP 3.1 | Specify management requirements for conservation of habitats and ecosystems | 12 |
| RTO 3.3 | Identify potential recreation impacts and design impact monitoring and mitigation systems. | 0.60 | CMP 3.2 | Specify, and evaluate sustainable quotas for natural resource use using scientific methods | 12 |
| SDC 3.1 | Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.) | 0.57 | SDC 3.1 | Plan and conduct scientifically based social and economic surveys (populations, communities, social conditions, livelihoods, resource use, culture etc.) | 12 |
| SDC 3.3 | Develop and negotiate participatory community conservation and management agreements. | 0.57 | AWA 3.1 | Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.) | 12 |
| SDC 3.4 | Plan, coordinate and facilitate community capacity development activities. | 0.57 | HUM 3.1 | Brief, supervise, motivate and evaluate performance of individuals and teams. | 11 |
| LAW 3.3 | Liaise with local communities to resist and prevent illegal activities. | 0.57 | CMP 3.3 | Specify site based special measures for assisting protection, survival or recovery of key species. | 11 |
| RTO 3.2 | Plan and implement recreation surveys to gather information about visitors and the use of the site | 0.53 | CMP 3.6 | Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring | 10 |
| HUM 3.4 | Plan, prepare and deliver formal vocational and skills training for staff | 0.50 | AWA 3.4 | Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups | 10 |
| CMP 3.8 | Curate collections and manage museums | 0.50 | AWA 3.5 | Provide information for the media | 10 |
| SDC 3.2 | Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.) | 0.50 | FRM 3.2 | Manage purchasing and inventory. | 9 |
| LAW 3.4 | Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence. | 0.50 | FCR 3.2 | Organise and lead search and rescue operations in the field. | 9 |
| RTO 3.4 | Supervise safety and security of visitors and other users. | 0.50 | FCR 3.7 | Identify and assess fire risks and hazards and plan fire prevention and control. | 9 |
| HUM 3.3 | Determine causes of poor performance and workplace conflicts and take appropriate action | 0.47 | CMP 3.7 | Analyse, and present interpret survey and monitoring data. | 9 |
| CMP 3.1 | Specify management requirements for conservation of habitats and ecosystems | 0.47 | SDC 3.2 | Plan and conduct scientifically based historical and archaeological assessments (site history, historical and archaeological sites, historic and cultural landscapes etc.) | 9 |
| AWA 3.3 | Research, plan and design special education programmes for schools. | 0.47 | SDC 3.4 | Plan, coordinate and facilitate community capacity development activities. | 9 |
| FRM 3.3 | Manage official documentation and reporting on finances, assets, equipment, infrastructure etc. | 0.43 | FRM 3.1 | Prepare budgets and keep books and accounts | 8 |
| SDC 3.6 | Provide advice on sustainable community based natural resource use and management. | 0.43 | HUM 3.3 | Determine causes of poor performance and workplace conflicts and take appropriate action | 8 |
| FRM | Prepare budgets and keep books and accounts | 0.43 | HUM | Plan, prepare and deliver formal vocational | 8 |

| | | | | | |
|---------|---|------|---------|--|---|
| 3.1 | | | 3.4 | and skills training for staff | |
| HUM 3.5 | Plan, prepare and deliver formal lectures and presentations | 0.43 | HUM 3.5 | Plan, prepare and deliver formal lectures and presentations | 8 |
| CTI 3.3 | Operate and maintain computers for advanced functions | 0.40 | FCR 3.3 | Operate and use base station radio and communication equipment. | 8 |
| CMP 3.7 | Analyse, and present interpret survey and monitoring data. | 0.40 | LAW 3.4 | Follow correct procedure for dealing with violations, suspects, crime scenes and seized or confiscated evidence. | 8 |
| FCR 3.7 | Identify and assess fire risks and hazards and plan fire prevention and control. | 0.39 | RTO 3.1 | Identify recreation opportunities and design appropriate recreation activities for a protected area. | 8 |
| RTO 3.1 | Identify recreation opportunities and design appropriate recreation activities for a protected area. | 0.37 | RTO 3.2 | Plan and implement recreation surveys to gather information about visitors and the use of the site | 8 |
| AWA 3.5 | Provide information for the media | 0.37 | AWA 3.3 | Research, plan and design special education programmes for schools. | 8 |
| CMP 3.6 | Lead specialised, scientifically based, taxonomic, habitat and ecosystem surveys and monitoring | 0.37 | FRM 3.3 | Manage official documentation and reporting on finances, assets, equipment, infrastructure etc. | 7 |
| AWA 3.4 | Deliver formal and informal interpretive/ awareness/ educational presentations for visitors, local people and educational groups | 0.37 | CTI 3.1 | Organize and chair formal meetings. | 7 |
| CTI 3.2 | Give technical presentations and write technical reports/papers. | 0.33 | CMP 3.5 | Plan and supervise animal capture, transport, care and management. | 7 |
| LAW 3.2 | Lead patrol and law enforcement activities in the field. | 0.33 | SDC 3.6 | Provide advice on sustainable community based natural resource use and management. | 7 |
| HUM 3.1 | Brief, supervise, motivate and evaluate performance of individuals and teams. | 0.33 | LAW 3.1 | Plan law enforcement activities and programmes. | 7 |
| FCR 3.1 | Plan and organise logistics for field trips, surveys and patrols. | 0.32 | LAW 3.2 | Lead patrol and law enforcement activities in the field. | 7 |
| FCR 3.4 | Draw up plans and specifications for small works and basic site infrastructure and supervise construction work | 0.31 | AWA 3.2 | Research, plan, and design awareness and educational publications, exhibits and signs | 7 |
| LAW 3.1 | Plan law enforcement activities and programmes. | 0.30 | CTI 3.2 | Give technical presentations and write technical reports/papers. | 6 |
| AWA 3.1 | Plan and design awareness and education activities and events for visitors, educational groups and local people (talks, presentations, guided walks etc.) | 0.30 | FCR 3.1 | Plan and organise logistics for field trips, surveys and patrols. | 6 |
| FRM 3.2 | Manage purchasing and inventory. | 0.30 | LAW 3.3 | Liase with local communities to resist and prevent illegal activities. | 6 |
| CTI 3.1 | Organize and chair formal meetings. | 0.30 | CTI 3.5 | Manage library, archives and other information resources. | 5 |
| AWA 3.2 | Research, plan, and design awareness and educational publications, exhibits and signs | 0.30 | RTO 3.3 | Identify potential recreation impacts and design impact monitoring and mitigation systems. | 5 |
| FCR 3.3 | Operate and use base station radio and communication equipment. | 0.27 | FCR 3.6 | Locate, mark and inspect boundaries in the field. | 4 |
| FCR 3.5 | Inspect and specify maintenance and repair requirements and schedules. | 0.26 | CMP 3.8 | Curate collections and manage museums | 4 |
| FCR 3.2 | Organise and lead search and rescue operations in the field. | 0.24 | SDC 3.5 | Promote development of local networks and organizations. | 4 |
| FCR 3.6 | Locate, mark and inspect boundaries in the field. | 0.24 | FCR 3.4 | Draw up plans and specifications for small works and basic site infrastructure and supervise construction work | 2 |
| HUM 3.2 | Prepare detailed work plans for staff and direct, monitor and report on work plan implementation | 0.23 | RTO 3.4 | Supervise safety and security of visitors and other users. | 2 |
| CMP 3.5 | Plan and supervise animal capture, transport, care and management. | 0.23 | FCR 3.5 | Inspect and specify maintenance and repair requirements and schedules. | 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. | | |
|--|---|-----------|--|---|-------------|
| CODE | SKILL | CNI SCORE | CODE | SKILL | Preferences |
| FCR 2.4 | Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace) | 0.57 | CMP 2.1 | Recognise common and typical vegetation and habitat types, plant and animal species and their signs | 26 |
| FCR 2.6 | Use GPS for georeferencing locations and for navigation and orientation. | 0.54 | FCR 2.6 | Use GPS for georeferencing locations and for navigation and orientation. | 18 |
| FCR 2.3 | Fight fires. | 0.50 | CMP 2.3 | Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists) | 18 |
| CMP 2.6 | Conduct practical habitat creation, restoration, management and manipulation work | 0.50 | CTI 2.3 | Communicate in other languages and/or dialects. | 17 |
| RTO 2.2 | Respond to emergencies and accidents to visitors. | 0.49 | CTI 2.1 | Make basic oral presentations to colleagues, local people and visitors | 15 |
| CMP 2.1 | Recognise common and typical vegetation and habitat types, plant and animal species and their signs | 0.47 | CTI 2.4 | Operate and maintain computer for basic functions (word processing, internet, email) | 13 |
| LAW 2.5 | Deal effectively with hostile situations and defend oneself against physical attack. | 0.46 | CMP 2.6 | Conduct practical habitat creation, restoration, management and manipulation work | 13 |
| SDC 2.2 | Provide basic information, guidance and assistance for community-based conservation and sustainable use. | 0.46 | RTO 2.1 | Guide, assist and regulate visitors on site. | 13 |
| SDC 2.1 | Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors | 0.44 | HUM 2.1 | Supervise and motivate work teams under direct supervision | 12 |
| SDC 2.3 | Monitor compliance by local communities with agreements and laws affecting them and the protected area. | 0.44 | HUM 2.2 | Provide training and instruction in the workplace for supervised staff | 12 |
| CTI 2.3 | Communicate in other languages and/or dialects. | 0.39 | FCR 2.4 | Identify, prevent and/or provide primary treatment in the field for illness, diseases and bites (First Aid in the workplace) | 11 |
| CMP 2.3 | Conduct supervised surveys of wildlife, habitats, natural resources and physical landscape features (under guidance of specialists) | 0.38 | CMP 2.4 | Use identification aids to identify plants and animals. | 11 |
| LAW 2.1 | Recognise and identify signs and evidence of illegal or restricted activities in the field. | 0.38 | FCR 2.5 | Use compass and chart or map for navigation and orientation. | 10 |
| LAW 2.2 | Conduct enforcement activities legally and safely | 0.37 | LAW 2.6 | Care for and use firearms correctly and safely (if relevant) | 10 |
| LAW 2.4 | Report correctly on law enforcement activities | 0.37 | AWA 2.1 | Provide basic information about the protected area to visitors, community members and the public. | 10 |
| FCR 2.2 | Follow good safety and environmental practice in the field. | 0.35 | CMP 2.2 | Accurately record and report wildlife observations using standard forms (where available) | 9 |
| CMP 2.4 | Use identification aids to identify plants and animals. | 0.35 | CMP 2.5 | Use and care for basic scientific instruments used in surveying | 9 |
| CMP 2.5 | Use and care for basic scientific instruments used in surveying | 0.35 | FCR 2.2 | Follow good safety and environmental practice in the field. | 8 |
| CMP 2.7 | Assist in the capture / immobilisation, handling and transportation of animals. | 0.34 | SDC 2.3 | Monitor compliance by local communities with agreements and laws affecting them and the protected area. | 8 |
| LAW 2.3 | Treat suspects and members of the public correctly and legally during patrol and enforcement activities. | 0.34 | FCR 2.8 | Drive and provide basic maintenance for motor vehicles and small engines | 7 |
| CMP 2.2 | Accurately record and report wildlife observations using standard forms (where available) | 0.32 | CMP 2.7 | Assist in the capture / immobilisation, handling and transportation of animals. | 7 |
| FCR 2.10 | Use and maintain radio handset for field communication. | 0.30 | SDC 2.1 | Under supervision, gather and record information about communities and livelihoods and provide basic reports to supervisors | 6 |
| FRM 2.1 | Collect and present evidence of expenditure and other financial transactions | 0.30 | SDC 2.2 | Provide basic information, guidance and assistance for community-based conservation and sustainable use. | 6 |
| FRM 2.2 | Manage stores of equipment and supplies. | 0.30 | RTO 2.2 | Respond to emergencies and accidents to visitors. | 6 |
| HUM 2.1 | Supervise and motivate work teams under direct supervision | 0.30 | CTI 2.2 | Prepare written reports of work activities using standard formats | 5 |
| FCR 2.5 | Use compass and chart or map for navigation and orientation. | 0.29 | CTI 2.5 | Operate office and audio visual equipment | 5 |
| HUM 2.2 | Provide training and instruction in the workplace for supervised staff | 0.28 | FCR 2.1 | Care for, check and maintain basic field equipment. | 5 |

| | | | | | |
|---------|---|------|----------|--|---|
| CMP 2.9 | Care for captive animals | 0.26 | LAW 2.1 | Recognise and identify signs and evidence of illegal or restricted activities in the field. | 5 |
| CMP 2.8 | Check and replenish feeding stations for wild animals. | 0.24 | LAW 2.5 | Deal effectively with hostile situations and defend oneself against physical attack. | 5 |
| FCR 2.8 | Drive and provide basic maintenance for motor vehicles and small engines | 0.19 | FCR 2.3 | Fight fires. | 4 |
| FCR 2.9 | Safely operate and maintain small boats and their engines | 0.19 | FCR 2.9 | Safely operate and maintain small boats and their engines | 4 |
| FCR 2.7 | Construct and repair outdoor structures, paths and trails. | 0.18 | LAW 2.2 | Conduct enforcement activities legally and safely | 4 |
| CTI 2.1 | Make basic oral presentations to colleagues, local people and visitors | 0.16 | CMP 2.8 | Check and replenish feeding stations for wild animals. | 3 |
| CTI 2.5 | Operate office and audio visual equipment | 0.15 | LAW 2.4 | Report correctly on law enforcement activities | 3 |
| FCR 2.1 | Care for, check and maintain basic field equipment. | 0.15 | FRM 2.1 | Collect and present evidence of expenditure and other financial transactions | 2 |
| CTI 2.2 | Prepare written reports of work activities using standard formats | 0.14 | FCR 2.7 | Construct and repair outdoor structures, paths and trails. | 2 |
| RTO 2.1 | Guide, assist and regulate visitors on site. | 0.13 | CMP 2.9 | Care for captive animals | 2 |
| CTI 2.4 | Operate and maintain computer for basic functions (word processing, internet, email) | 0.08 | LAW 2.3 | Treat suspects and members of the public correctly and legally during patrol and enforcement activities. | 2 |
| AWA 2.1 | Provide basic information about the protected area to visitors, community members and the public. | 0.07 | FRM 2.2 | Manage stores of equipment and supplies. | 1 |
| LAW 2.6 | Care for and use firearms correctly and safely (if relevant) | 0.03 | FCR 2.10 | Use and maintain radio handset for field communication. | 1 |

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 Slovenia.

Figure 11 Ranked country capacity development needs. Slovenia

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

5 CONCLUSIONS

The following sections discuss the conclusions from the results of the two questionnaires for Slovenia. 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

The overall level of staff capacity in Slovenia is moderate to good. However certain important aspects of protected area management require capacity development as a priority: working with communities, recreation and tourism and conservation management and planning.

5.2 STAFFING

- Over 50% of personnel in PAs in Slovenia are field staff (rangers). This is evidence of a more pyramidal staff structure typical of centralised PA administrations in the region. Slovenia (56% male/44% female) has a good gender balance among PA staff, compared to the rest of the region (average: 66% male/34% female).
- The personnel surveyed are well educated, with 78% having a university education and the remainder educated to high school level.
- The workforce has quite a good balance of ages and experience, with good numbers of older and more experienced staff, mid-career workers and recent recruits. This is encouraging from the perspective of developing capacity and passing on skills, and suggests that many staff stay in protected area work for a long time (in some countries high staff turnover is a major limiting factor for staff development).

5.3 TRAINING

- The overall current average of training delivered of more than 2 training days per person per year is above the regional average, but is much less than the 6-10 days recommended by managers in the General Questionnaire.
- Recent training topics in Slovenia have covered a broad range of topics and have come from a diversity of providers. No training is reported on community outreach work.
- Slovenia (unlike other countries in the region) does have a system of training and certification for rangers, but this has fallen out of use.
- The results suggest that some internal budgets do exist for staff training, but these cannot be precisely quantified.
- 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 significant need at Level 4/5., in particular the topics of business planning and general financial planning and reporting. At Level 3 there is also a need for development in budgeting and financial reporting.

5.4.2 MANAGEMENT OF HUMAN RESOURCES (HUM)

This is one of the stronger categories at all levels. However, there is a need for capacity in staff training and development.

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)

These are quite traditional protected area skills in which competence often rates quite highly. However, in Slovenia this category is a significant weakness at Level 2, where 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, particularly 2 and 3. This is quite a common finding across the region, 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 the biggest weakness at Levels 2 and 3 and the second biggest at Level 4/5. No training has been reported in the subject and staff evidently recognise the need to build their skills in working with local stakeholders, managing resource use and resolving conflicts. These results for Slovenia 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 and has been a prominent topic of previous training provision, both questionnaires show that there are still weaknesses in protected area planning, effectiveness monitoring and project development 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 Slovenia appears to be quite weak at Level 2 especially.

5.4.9 RECREATION AND TOURISM (RTO)

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

5.4.10 AWARENESS, EDUCATION AND PUBLIC RELATIONS (AWA)

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

6.1 OVERALL RECOMMENDATIONS

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

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

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

1.1 The competent Ministry 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 competent Ministry 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 competent Ministry 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 competent Ministry 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.

1.6 The system for training and certification of rangers should be revived.

This is a model of good practice for the region (and indeed globally) and should be supported.

2. BUILD INTERNAL CAPACITY FOR CAPACITY DEVELOPMENT

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

2.1 Appoint a capacity development/training officer (or small team) in the competent Ministry and, ideally, 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. 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.
- Establishing communities of learning through which technical staff can exchange ideas and information within the PA system.
- Identifying expertise within the protected area (and the protected area network) and making use of those with high levels of skills to train newer, less experienced staff.
- Organising regular informal training and learning sessions where staff can discuss and share their skills, provide updates on new policies, laws, regulations, technical advances etc.
- Ensuring that all visiting experts and researchers to the protected area are required to deliver a training session or seminar as part of the conditions of their permission to work there.
- Ensuring that good records are kept of training and capacity development.

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

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

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

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

3. 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.

3.1 Slovenia should continue to be an active partner in regional initiatives through Europarc, Eurosite, IUCN etc.

6.2 SPECIFIC PRIORITY CAPACITY DEVELOPMENT RECOMMENDATIONS

4. REVIVE THE TRAINING AND CERTIFICATION PROGRAMME FOR RANGERS

There is a clear need to revive this innovative initiative, which could act as a model for other protected area administrations in the region.

4.1. Prepare a new curriculum for ranger training and certification. This should include topics identified as priorities in this survey (see Table 10).

Table 10 Key topics for ranger training

INTRODUCTION

Values, purpose and functions of protected areas.

Threats to protected areas.

Administrative and legal basis and procedures for protected area management.

Main conservation and management strategies of protected areas.

Functions and duties of protected area staff and key stakeholders.

Essentials of good personal conduct and environmental practice in the work place.

OBSERVATION AND COMMUNICATION SKILLS

Record keeping and note taking.
Basic leadership, team building and motivation.
Communicating with stakeholders and visitors.
Conflict resolution.

BASIC FIELD WORK SKILLS

First aid.
Good environmental practice in the workplace and the field.
Emergency response procedures.
Fire prevention and firefighting.
Safe use, care and maintenance of tools and equipment.
Maps, navigation and GPS.
Basic boat handling and safety (if necessary).
Basic vehicle use and safety (if necessary).

LAW ENFORCEMENT

Legal basis for protected area ranger work (duties, rights and responsibilities).
Typical violations occurring in protected areas.
Norms and standard operating procedures for law enforcement.
Cooperation with other law enforcement authorities.
Personal safety and security.
Use of communication equipment.

4.2. Prepare a standard training package for the delivering the new curriculum for ranger training and certification, that could be used by senior PA staff to train the rangers.

4.3 Provide regular updates for rangers on legislation, threats and approaches for reducing illegal activities.

5. 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

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

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

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

6. 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.

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

6.2 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 11 Possible curriculum for a conservation biology course

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

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

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

7.1 Develop and deliver a training programme PA Administrations in tourism and recreation.

The programme should be developed in collaboration with the tourism sector and with local service providers around protected areas. An outline curriculum is shown in Table 12.

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

In particular, Slovenia should consider engaging with the European Charter for Sustainable Tourism in Protected Areas (<http://www.european-charter.org/charter-network/>), led by the Federation of Regional Nature Parks in France under the umbrella of the Europarc Federation. There are currently 143 Charter Parks in 17 European countries, but Slovenia is not yet part of the network. If possible, personnel from Slovenia should be enabled to visit and learn from other protected areas in Europe with well-established and successful tourism programmes.

Table 12 Possible curriculum for a tourism and recreation course

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

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.

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

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

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.

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

At Level 4/5, capacity appears to be quite patchy in some categories, even where they are not assessed as an overall priority. Providing full training courses in all these categories would be very expensive and senior staff would probably not have the time to attend them. The proposed solution is to hold a series of quarterly (or six monthly) facilitated seminars on priority topics. 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.

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 project development, management and monitoring.

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 1 2 3 4 5 | Dates and duration |
| 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 |

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