CAPACITY DEVELOPMENT STRATEGY OUTLINE FOR PROTECTED AREA MANAGEMENT IN THE NORTH AFRICAN REGION

TECHNICAL REPORT

2018 - 2030

Elaborated:

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Abbreviations used in the text

CD	Capacity Development
IUCN	International Union for Nature Conservation
MOOC	Massive Open Online Course
NBSAP	National Biodiversity Strategy and Action Plan
PA	Protected Area
PAPACO	Program on African Protected Areas and Conservation
TNA	Training (capacity development) Needs Assessment
WCPA	World Commission on Protected Areas

Acknowledgements

Authors/compilers

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

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About IUCN

IUCN is a membership Union uniquely composed of both government and civil society organisations. It provides public, private and non-governmental organisations with the knowledge and tools that enable human progress, economic development and nature conservation to take place together. Created in 1948, IUCN is now the world's largest and most diverse environmental network, harnessing the knowledge, resources and reach of more than 1,300 Member organisations and some 10,000 experts. It is a leading provider of conservation data, assessments and analysis. Its broad membership enables IUCN to fill the role of incubator and trusted repository of best practices, tools and international standards. IUCN provides a neutral space in which diverse stakeholders including governments, NGOs, scientists, businesses, local communities, indigenous peoples organisations and others can work together to forge and implement solutions to environmental challenges and achieve sustainable development. Working with many partners and supporters, IUCN implements a large and diverse portfolio of conservation projects worldwide. Combining the latest science with the traditional knowledge of local communities, these projects work to reverse habitat loss, restore ecosystems and improve people's well-being.

www.iucn.org, https://twitter.com/IUCN/

IUCN Centre for Mediterranean Cooperation

The IUCN Centre for Mediterranean Cooperation opened in 2001, mainly thanks to the support of the Spanish Ministry of Environment and the regional Ministry of Environment of Andalusia (Junta de Andalucía) and the Spanish Agency for International Cooperation and Development (AECID). The mission of IUCN-Med is to influence, encourage and assist Mediterranean societies in achieving both the conservation and sustainable use of natural resources in this region, working with IUCN Members and collaborating with all those who share IUCN's aims. www.iucn.org/regions/mediterranean

About ProPark Foundation for Protected Areas

ProPark's mission is to improve the management capacity of protected areas through capacity building and education programs and projects to help maintain the natural and cultural values and build working models of sustainable development in Romania and at a international level.

Established in 2008, ProPark supports protected areas in Romania through training programmes to improve management capacity and through projects that contribute to maintaining natural and cultural values and by creating operational models of protected areas. ProPark has a team of 9 staff employed and collaborates with a team of 58 trainers with practical experience in the following areas: protected area management, communication, interpretation, animation for nature, relationship with communities, visitor management strategy and plan, responsible forest management, biodiversity conservation management, management of volunteers.

In this context the ProPark team concentrates its activities and intense efforts on fulfilling its objectives: • Preparing and implementing a programme to improve the management capacity and efficiency of protected areas, aimed for the staff of protected area administrations, for custodians and other stakeholders who want to get involved in the management of protected areas

- Promoting protected areas as model areas for the conservation and sustainable use of natural resources and raising the acceptance level of protected areas among communities and the general public

- Awareness raising and education of children and young people on the importance of natural protected areas, of nature conservation in general, preparing them for activities in these areas which can be developed either on a voluntary basis or even as potential employees in relevant domains

www.propark.ro https://www.facebook.com/fundatiapropark/

Executive summary

Management of protected areas in North Africa is becoming increasingly complex with the need for increased interactions with communities around the areas and new threats and challenges such as climate change. An effective management requires competent, motivated and adequately funded staff, which is far from being the case in the countries of the region.

This strategy is the product of the "Capacity Needs Assessment and Capacity Building Strategy for North African Protected Areas" project, led by the IUCN Mediterranean Cooperation Centre in collaboration with the World Commission on Protected Areas and it is built on the results of a training needs assessment (TNA) study that identified the needs in capacity development. The recommendations, developed largely from the results of a reflection workshop with representatives of the five North African countries and regional organizations, outlines actions needed to build and improve individual and institutional capacity in protected area systems of the North Africa region, and to reach competence levels that allow for effective management.

The TNA confirmed that protected area management in the region is highly centralized, but with staff numbers and structures, in most cases, insufficient and inadequate for carrying out the tasks to achieve the objectives of protected areas. It also highlighted some common issues in the region:

- capacity development focuses in most of the countries on training. However, even the availability of training is inadequate, amounting to around 10-30% of what is required, with the eastern part of the region having very few training events. Some staff categories have no access at all to training / capacity development. The topics of trainings are not adapted, in most cases, to the needs of protected area staff or staff employed in national / regional institutions.
- there is a very high reliance on internationally funded projects and international organizations to provide trainings. Most of the projects are offering some limited amounts of money for training events, with content / topics designed based on the objectives of the project and with very small, if any, impact on the management of protected areas.

- although there is very little information in most countries about the amount of money spent on training and capacity development, it is recognized that there are very few, almost no financial resources earmarked for capacity development.

A summary of the most important findings and recommendations of the TNA are presented in chapter 2.1.

The results of the Training Needs Assessment carried out in the North Africa Region show a strong need for a holistic, integrated approach for developing individual and institutional capacity for the management of protected areas. So far, numerous initiatives in the region include capacity building activities primarily as training events, often organized by international providers, on topics that were considered important by project beneficiaries and those involved in the project activities. The impact of these events on the PA management has been very limited. Participants to the reflection workshop confirmed the crucial importance of developing a **comprehensive capacity development programme** in the coming years in a strategic way, as part of a human resource management system **built on the competence-based approach.**

Indeed, traditionally, education has been based mainly on knowledge, with some skill development within each knowledge area. Today we are witnessing a change towards a competence-based approach that addresses the need for developing and measuring capacity by **focusing primarily on the ability of individuals to perform in their jobs effectively, rather than on delivery of training and acquisition of qualifications.**

"Competence is the proven ability to do a job and is often defined in terms of the required combination of knowledge (to know), skills (to know how to do) and attitude (to know how to be) allowing individuals to function in the real world."

This strategy outline represents a first attempt in responding to the need of strategic planning for capacity development in North Africa, with the aim to provide an initial framework for

building the capacity of the protected area staff. It was developed based on the:

- recommendations of A Global Register of Competences for Protected Area Practitioners[1] (called hereafter referred to as the Competence Register),
- results of the training needs assessment conducted in the North Africa Region between December 2017 and February 2018, presented in the "Assessment of training and capacity development needs for protected Areas Staff in Northern Africa"[2] report,
- conclusions from the workshop organized for the representative of the five countries in Tunis in March 2018.

Considering the current stage of capacity development in North Africa, as presented by the results of the training / capacity development needs assessment conducted in the region, and taking into account lessons learned from similar processes in other regions, the process of developing coherent and functional competence based approaches to capacity development in the North African countries could be structured in two main stages:

- In stage one, the focus should be on the development/ improvement of key elements of the enabling environment and on planning, including the development of national plans for capacity building (based on thorough TNA). In this stage, development and implementation of some initial steps for building institutional capacities and improving the effectiveness of the existing capacity development programmes and initiating new ones, based on the priorities identified so far, should be also considered.
- In stage two, professionalization of PA management should be considered. Some preparatory measures are included in stage 1 (see Strategic pillar 1 - Enabling environment). The process of professionalization of PA management will look into the need and possibilities to define occupations for protected area staff and occupational standards, that would become the guiding framework both for the high school / university curricula and for the capacity development programmes developed for practitioners (see all the other registered occupations with officially recognized occupational standards).

This strategy outline focuses on stage one, promoting the need for:

i. *Capacity development plans* developed at the national levels, integrating staff and *competence needs deriving from the PA management plans*. Such plans should look to the enabling environment, and both the individual and institutional levels, defining strategic directions and actions needed for effective capacity building in the PA system.

ii. Regional capacity building plans to coordinate efficiently PA management efforts that contribute to the conservation of biodiversity at the regional level and address regional / global threats.

The strategy also outlines key recommendations to direct future actions of national authorities responsible for the PA system, regional organizations supporting biodiversity conservation and PA management, as well as PA management entities towards developing key actions for establishing an effective capacity building system both at national levels and through regional cooperation. The recommendations are grouped under **five strategic pillars**: Enabling environment; Planning for capacity development and professionalization; Institutional capacity; Individual capacity development and Regional level coordination and support.

STRATEGIC GOAL

Comprehensive institutional and individual capacity development framework is in place in North Africa countries, contributing to the effective and efficient management of protected areas, through a competence based approach, which enable staff at all levels to improve their professional competence and perform their tasks effectively, in a motivating and efficient institutional set-up.

STRATEGIC PILLAR 1: ENABLING ENVIRONMENT

Objective: *Improve the context and conditions needed to develop an efficient, competence-based capacity development framework and for the professionalization of PA management in the North Africa region.*

1. Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland
2. Ionita, A. & Stanciu, E. (2018). Assessment of training and capacity development needs for protected Areas Staff in Northern Africa, IUCN Gland, Switzerland and Malaga, Spain

Key recommendations:

- Raise awareness on the importance of capacity development, and develop a good understanding of the competence based approach throughout the PA management sector and with key stakeholders;
- Prepare the legal framework for the future professionalization of PA management, i.e. for developing occupational standards that should guide curricula in the formal and vocational education systems;
- Secure financial resources for capacity development and their effective management;
- Provide opportunities to develop language skills that help the CD actions.

STRATEGIC PILLAR 2: PLANNING FOR CAPACITY DEVELOPMENT AND PROFESSIONALIZATION

Objective: Develop the strategic framework for integrated and coordinated capacity development and professionalization for the management of PAs.

Key recommendations:

- Integrate capacity development in the overall PA management framework, by harmonizing staff numbers and structures with the management needs and by integrating human resource management in the overall PA management;
- Gain a clear understanding of the real capacity development needs of the PA management staff in each country by conducting thorough capacity development needs assessments;
- Develop the framework for coordinated approaches to capacity development at the national and regional level through national capacity development plans;

STRATEGIC PILLAR 3: INSTITUTIONAL CAPACITY

Objective: Establish key institutional / organizational policies, procedures and requirements for PA management entities with the aim to provide a working environment that encourages PA employees to improve their professional capacity and to support them in valorising the newly gained or improved competences in their every-day work.

Key recommendations:

- Ensure appropriate staff numbers and structures;

- Develop the institutional framework for the competence based approach by developing the human resource management system built on this approach.
- Monitor and evaluate capacity development programmes / events to provide information for periodical analysis of their effectiveness and impact.

STRATEGIC PILLAR 4: INDIVIDUAL CAPACITY DEVELOPMENT

Objective: Provide national and regional capacity building opportunities for PA staff for the efficient management of PAs in North Africa.

Key recommendations:

- Optimize existing opportunities for learning and maximize the impact of the current capacity development efforts by improving the existing training programmes, and initiating new ones for priority topics, as well as by promoting other learning technics beside trainings.
- Improve accessibility to capacity building events to staff from all levels by providing tailored events.
- Improve internal capacities for providing CD programmes / events by involving and developing the capacities of experts from Pa teams, universities, national authorities, NGOs.

STRATEGIC PILLAR 5: REGIONAL LEVEL COORDINATION AND SUPPORT

Objective: Maximize the impact of regional level capacity development projects/actions through cooperation between relevant actors and by coordinating and integrating the support offered by donors / training providers.

Key recommendations:

- Improve the coordination and enhance the collaboration at regional level
- Develop regional CD programmes and initiate and implement projects that help their implementation
- Regional cooperation should be intensified to develop capacity development programmes addressing priority regional needs and project proposals should be developed in a coordinated approach to maximize impact and the efficiency of resource use.

Some of the priority actions that should be considered for achieving the objectives identified for each pillar, are described for each of the recommendations and used to develop the Action Plan presented in Chapter IV.

Today, in an increasingly complex setting, North African protected areas require a competent, and effective workforce to make the correct decisions based on knowledge, experience and skills. It requires a strong institutional capacity and enabling environment to allow for effective action. This strategy is an effort to set a solid base for the effective management of protected areas and the sustainable future development of the nations.

Introduction

The IUCN Mediterranean Cooperation Centre in collaboration with the World Commission on Protected Areas initiated in 2017 a Training Needs Assessment for the staff involved in protected area management in the north Africa region, as part of the "**Capacity Needs Assessment and Capacity Building Strategy for North African Protected Areas**" project. ProPark Foundation[3] conducted the Training Needs Assessment (TNA) between December 2017 and February 2018 for Algeria, Egypt, Libya, Morocco and Tunisia. Based on the results, an outline was developed for a long term sustainable protected area capacity development Strategy for North African PAs.

The TNA study and the development of the outline strategy are important steps in the overall efforts to improve protected area management effectiveness and efficiency. This is especially so in a region where protected area management is highly centralized, but with staff numbers and structures, in most cases, insufficient and inadequate for carrying out the tasks to achieve the objectives of protected areas. The five countries of the region show significant differences in the way their protected area systems are organized, especially in terms of national level institutions responsible and involved in the management of these areas and the structures dedicated to the management of individual areas at the local level.

A recent study[4] indicates the numbers of PAs in four countries of the region:
- Algeria has 7 PA categories –national parks, nature parks, integrated nature reserve, nature reserve, habitat and species management reserve, natural site and biological corridor. The total number is 28 PAs;
- Egypt has 30 PAs, representing 15% of the total surface. No categories are in place;
- Morocco has 5 PA categories – national parks, nature parks, biological reserves, nature reserve and natural site. There are 10 national parks, but almost all of them are rather category VI than II IUCN. There are also 3

marine protected areas established since 2013;
- Tunisia has 17 national parks, 27 nature reserves, 4 fauna reserves and 44 wetlands of international importance.

In terms of PA management systems, most of the PAs are under the coordination of national entities, mainly having dedicated services within the central authorities. However, there are some cases of PAs managed by the state in cooperation with some other entities (see Algeria) and there are quite a few PAs with no dedicated bodies for management.

Despite the differences in terms of PA management systems, the Training Needs Assessment show some common issues in the region:
- capacity development focuses in most of the countries on training. However, even the availability of training is inadequate, amounting to around 10-30% of what is required, with the eastern part of the region having very few training events. Some staff categories have no access at all to training / capacity development. The topics of trainings are not adapted, in most cases, to the needs of protected area staff or staff employed in national / regional institutions.
- there is a very high reliance on internationally funded projects and international organizations to provide trainings. Most of the projects are offering some limited amounts of money for training events, with content / topics designed based on the objectives of the project and with very small, if any, impact on the management of protected areas.
- although there is very little information in most countries about the amount of money spent on training and capacity development, it is recognized that there are very few, almost no financial resources earmarked for capacity development.

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3. ProPark Foundation for Protected Areas, based in Brasov, Romania, 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.
4. Les partenariats publics privés pour la gestion des aires protégées – Etat des lieux du cadre juridique des PPP pour la gestion des aires protégées dans le Sud et l'Est de la Méditerranée. Rapport technique, PNUE, PAM, Plan Bleu, AFD, 2017

A summary of the most important findings and recommendations of the TNA are presented in chapter 2.1.

The complexity of protected area management is properly addressed only if sufficient and competent staff are present in all the national, regional and local institutions / entities responsible for these areas. Knowledgeable, skilled personnel with the right attitude to their work, i.e. competent staff, ready to work closely with local communities and other stakeholders are the determining factor for the success of protected areas in contributing to biodiversity conservation and to local development. Therefore, comprehensive capacity development programmes are of critical importance and should be developed in the coming years in a strategic way, as part of a human resource management system built on the competence based approach.

The results of the Training Needs Assessment carried out in the North Africa Region show the need for a more holistic, integrated approach for developing individual and institutional capacity for the management of protected areas. Participants to the workshop organized in Tunis on March 2018 for representatives of the five countries and regional organizations confirmed the importance of capacity development for protected area management in their countries, confirming the findings of the Training Needs Assessment.

This strategy outline represents a first attempt in responding to the need of strategic planning for capacity development in North Africa, with the aim to provide an initial framework for building the capacity of the protected area staff. So far, some of the protected area staff participated in training events initiated within various projects, organized mainly by international providers, on topics that were considered important by project beneficiaries and those involved in the project activities. Therefore, the impact of these events in the overall picture of PA management is very limited. All participants in the TNA and the discussions on the strategy outline agree that a comprehensive, integrated approach to capacity development is absolutely crucial for the future of PAs in the North Africa countries.

This strategy outline was developed based on the:
- recommendations of A Global Register of Competences for Protected Area Practitioners[5] (called hereafter

referred to as the Competence Register),
- results of the training needs assessment conducted in the North Africa Region between December 2017 and February 2018, presented in the "Assessment of training and capacity development needs for protected Areas Staff in Northern Africa"[6] report,
- conclusions from the workshop organized for the representative of the five countries.

The strategic recommendations are incorporating the competence based approach to capacity development, recommended by IUCN in the *Global Register of Competences for Protected Area Practitioners* (through Appleton, M.R., 2016, IUCN Gland). Key concepts used in this approach are briefly presented in chapter 1.1.

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5.   Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland
6.   Ionita, A. & Stanciu, E. (2018). Assessment of training and capacity development needs for protected Areas Staff in Northern Africa, IUCN, Gland

1. Competence based capacity development for protected area management

Protected areas are very complex endeavors, especially when their biodiversity conservation objectives have to be harmonized with the needs and development of local communities. Achieving the management objectives implies, in most cases, activities that require knowledge and skills from a variety of domains related to ecology, natural resource management, consumptive and non-consumptive resource use, landscape planning, participative management using complex mechanisms to involve and engage stakeholders, organizational management, monitoring and other. But skills and attitude are not enough when it comes to working with very diverse stakeholders and interests and, in many cases with increasing pressures and threats. Enthusiasm, passion, open-minded attitude are only a few of the characteristics needed to complete tasks related to protected areas. Therefore, **protected area staff should have access to complex capacity building programmes**, addressing their needs **to develop the right combination of knowledge, skills and attitude, i.e. proper competences** for fulfilling their every-day tasks related to protected area management. Thus, the impact of the programmes can substantially increase.

Furthermore, competence based capacity development programmes should be closely linked to a human resource management system that considers competences to be at its heart, like, for example, by applying hiring and promotion policies that focus on highly competent people. If competences are considered only in the design and implementation of capacity development programmes, but not properly reflected in the human resource management system, the impact of the capacity development programme might still be very low.

Figure 1. The elements of competence

1.1. Competence based capacity development

Competence = Knowledge + Skill + Attitude

Competence derives from the combination of knowledge, skills and attitude. A competent professional person can clearly prove that he/she has the knowledge on the theoretical and technical aspects of the assigned task, is able to perform a task reliably and consistently and completes the task conscientiously and ethically. Competent individuals have also leadership attributes and a critical thinking, creativity, work well with other people and have personal motivation (based on Appleton, M.R, 2016).

Competence-based approaches to capacity development

are based around proven acquisition of the skills, knowledge and attitude (Figure 1)[7] needed for effective implementation of tasks assigned at the work place.

For PA professionals, the Competence Register presents 15 *competence categories*, covering all the fields of PA management. The categories are described and a detailed list of associated knowledge and skills is presented. These can be used for assessing the needs of PA staff for capacity development, to evaluate competence levels or to prepare clear and comprehensive job descriptions. Annex 1 presents the main competence categories relevant for PAs practitioners.

Each competence category cover several skills and knowledge requirements, indicating what a PA professional should know and be able to do to claim that she/he is competent in the specific area of work.

>> **Staff levels** - refer to categories / groups of staff who have similar tasks, therefore should have similar combinations of competences

The number of skills and level of knowledge required for a certain competence is not the same for all the staff involved in a certain activity. For example, PA team members involved in biodiversity monitoring activities, should have different levels of competences: i) the biologist has to plan and coordinate monitoring activities, has to develop monitoring protocols and analyze the information collected from the field and has to be able to work with universities, research institutes, other biologists involved; ii) rangers have to be able to identify the location of the monitoring plots, to collect information and/or to guide researchers/biologists on the field, to register the information and to submit reports; iii) the PA director has to be able to understand the analysis conducted by the biologists and to use the information in planning activities and budgets; iv) senior staff from a national PA authority has to be able to interpret monitoring results from the entire PA system and identify conservation priorities at the national level. This example shows that competence levels have to be correlated with the *staff levels*.

Staff (personnel) levels defined in the Global Competence Register (Appleton M.R., 2016) are based on the type of work the staff is doing and responsibilities they have, as presented in Table below[8].

Table 1. Definition of Personnel (Staff) Levels

Level	Typical title	Scope of work and responsibility
LEVEL 4	EXECUTIVE	Central direction and management of large organizations. National and regional policy development, spatial and strategic planning. Cross sectoral coordination. Direction of complex programmes and plans.
LEVEL 3	SENIOR MANAGER	Direction and management of medium-sized organizations. Planning and management of projects and programmes within strategic frameworks. Conducting and leading complex and technical programmes (according to speciality)
LEVEL 2	MIDDLE MANAGER, TECHNICAL SPECIALIST	Management, organization and leadership of technical sections and teams implementing plans and projects. Completing specific and complex technical assignments (according to technical specialty)
LEVEL 1	SKILLED WORKER	Completing specific and sometimes complex tasks and assignments under regular supervision (this can include field and administrative staff).
(LEVEL 0) Not used	UNSKILLED LABOURER	Completing practical tasks under continuous supervision (this often refers to also support staff).

7.   Appleton M.R., Ionita A. and Stanciu, E. (2017) Pathways to professionalization. Developing individual and organisational capacities for protected area management in Eastern Europe, BfN, Bonn.
8.   Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland

These staff levels are generic ones, applicable at the global level. Each country should identify the correspondence of the staff categories specific to its PA management system with the above presented levels. Once the correspondence is done, the Competence Register recommends a comprehensive list of skills and knowledge for competence categories by staff levels.

Very often, capacity development for professionals is associated only with training, i.e. with shorter or longer formal training sessions.

>> Capacity building is about building the professional capacity of people by encouraging them to engage themselves in a lifelong learning process by using **diverse learning modes.**

>> Capacity building is not only about face-to-face training or about face-to-face and on-line training!

Competences are acquired by learning. The learning process can be associated with several **modes of learning**. The Global Competence Register (Appleton M.R., 2016) presents 8 learning modes, which have been also referred to in our analysis and can be used in various combinations:

- informal learning at the work place with more experienced colleagues (internal)
- short training sessions provided by supervisors and managers in the work place (internal)
- short formal training courses (<1 week)
- longer formal training courses (1-4 weeks)
- long term study for formal qualifications (e.g. university courses)
- informal individual learning using training manuals and study materials (learning by oneself)
- formal individual study through distance learning. Following courses using internet and correspondence
- exchanges and study visits with other Protected Areas.

The list of learning modes presented above, shows that training sessions represent only one of the several modes of learning. That's why the correct term for the actions / events planned and implemented for developing professional competences is *capacity development* or *capacity building* and not training.

It is important to emphasize that one of the best ways to learn is to use the "learning by doing" (gaining experience) approach. Therefore, it is very important to have practical exercises included in the training programmes and to associate or incorporate opportunities for practicing the knowledge and skills acquired in the capacity development programmes.

Combining the definition of competences and the presentation of the possible learning modes leads to the meaning of the competence based capacity development when we refer to **individual capacities,** i.e. the capacity of individual staff members to fulfil their tasks.

>> *Capacity development (capacity building)* is *'the process of strengthening the abilities of individuals, organizations and societies for making effective use of resources to achieve their goals on a sustainable basis.'* (GTZ, 2003). Therefore, capacity building should be done at the individual, organizational and societal levels.

>> *Competence-based approaches to capacity development* refers to providing learning opportunities that allow acquisition of the skills, knowledge and attitude needed to effectively perform tasks.

Capacity building provided to *individuals*, however effective might be, it is possible not to have the desired impact if the *institutional and societal capacities* are not allowing the individual to use the acquired competences.

>> *Institutional capacity* refers to the capability of an institution/organization to secure the resources and structures "that are appropriate and essential for satisfactorily performing the functions (tasks) that the institution is mandated to"[9].

The institutional framework "is made up, on the one hand, of formal and explicit rules, regulations, policies, etc., and on the other hand, of informal and implicit norms and values, that govern the working of the institution"[10]. The performance of individuals, i.e. the possibility to use and improve their competences in performing tasks, is strongly influenced by the institutional capacity. For example, individuals working in institutions that apply competence based staff performance assessments will very likely be interested in participating in capacity building programmes that allow them to improve their competence levels.

>> The effective and efficient management of PAs is critically influenced by both the individual and institutional capacities, therefore both capacity development "levels" should be carefully considered.

Capacity building is also strongly influenced by **enabling environment**, i.e. rules, laws, policies, types of governance, power relations, values, social norms and public attitudes that govern civic engagement (United Nations Development Programme, 2009). For example, the legal framework of the education system can support competence based, continuous learning programmes for adults, thus allowing professionals to continuously improve their performances. The enabling environment is often called *"societal capacity"*. Capacity development at the societal level is a very complex process that goes beyond specific domains (in this case, beyond the PA management system). For example, one of the key elements of the enabling environment has to do with the "culture" of competence based approaches, i.e. the understanding decision makers from different levels have on what is the importance of the competence based approach, how it influences personal and institutional performances. Decision makers aware of the competence approach will develop, improve or influence the legal framework to support specific education programmes in the formal education system (e.g. in universities), as well as the set-up of continuous, competence based capacity building frameworks and will provide resources to state institutions to invest in the competence development process.

1.2. The need for planning

>> Capacity building plans/strategies should provide the framework for a consistent, coordinated, effective development / improvement of staff competences and institutional capacities.

A Capacity Development Plan for PA management is a ''suite of strategies and actions aimed at strengthening the individual, institutional and societal capacities needed to create a representative and comprehensive protected area network, address critical management weaknesses and key threats, and improve the enabling environment within a protected area system" (Ervin et al 2007).

Capacity development plans can provide a vital link between individual and organizational capacities, but to do so they must be fully developed and 'owned' by the organization responsible for implementing them[11].

Having such a plan provides a clear long term, coherent approach at protected area management system level, as opposed to *ad hoc*, isolated and inconsistent actions and represents a fund raising and effective resource allocation tool.

9. Bhagavan, M.R., Virgin, I. Generic Aspects of Institutional Capacity Development in Developing Countries
10. Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland
11. Idem 6

>> A Capacity Development Plan or Strategy has to be based on a good knowledge of the protected area system, a comprehensive capacity development needs assessment carried out both at institutional and personal levels and on a highly participative process, thus recognizing the ownership rights of all relevant actors who should benefit and contribute to their implementations.

Capacity development plans can and should be developed at the national level, integrating staff and *competence needs deriving from the PA management plans*. Such plans should look to the enabling environment, and both the individual and institutional levels, defining strategic directions and actions needed for effective capacity building in the PA system.

Regional capacity building plans are recommended to coordinate efficiently PA management efforts that contribute to the conservation of biodiversity at the regional level and address regional / global threats.

2. Available information

This strategy outline, designed in a regional approach covering Morocco, Algeria, Tunisia, Libya and Egypt. was developed based on the:

- recommendations of A Global Register of Competences for Protected Area Practitioners[12] (called hereafter referred to as the Competence Register) and of IUCN's Strategic Framework for Capacity Development in Protected Areas and Other Conserved Territories (2015-2025),
- results of the training / capacity development needs assessment conducted in the North Africa Region,
- conclusions from the workshop organized for the representative of the five countries in Tunis, in March 2018,
- ProPark experience in conducting training needs assessment and developing national and regional development plans.

The Competence Register is a tool designed to "help individuals and organizations adopt the 'competence approach' as a practical way to build capacity and to improve standards and performance"[13] of PA professionals.

The Training Needs Assessment (TNA) for the five North African countries was conducted between December 2017 and February 2018, using a methodology based on the competence approach and involving representatives of national level authorities and directors/heads of PA management entities. The results are presented in the general report "Assessment of training and capacity development needs for protected Areas Staff in Northern Africa"[14].

The TNA was followed by a workshop organized in Tunis on March 2018 for representatives of the five countries and regional organizations, with the aim to present and discuss the results of the assessment and the draft strategy outline and to collect input from countries and regional representatives for finalizing the outline. This workshop will be referred to hereafter as the Tunis Workshop in this document.

The Eastern European experience[15] of ProPark, related to training needs assessment and capacity development planning, is very relevant, as it shows the importance of conducting comprehensive capacity needs assessment and proves the benefits of the intense participatory processes used in developing PA capacity development plans at the national and regional level.

Based on the conclusions arising from the TNA, recommendations were made for developing competence based capacity building systems in North Africa. These recommendations, compiled with the results of the workshop organized in Tunis, are at the basis of the strategic pillars and actions presented in chapters III and VI.

2.1. Training Needs Assessment - key findings

Some of the results of the Training Needs assessment are briefly presented in this chapter.

The analysis provided a baseline situation of the key issues for capacity development at regional level and information for developing a set of recommendations.

Although there are some common patterns (e.g. in terms of training provision, key topics for training), there are significant differences between countries. Due to different data sets available for the quantitative analysis, comparisons between countries have to be treated with caution.

STAFF NUMBERS AND STRUCTURES

- several of the evidences suggest that overall, the number of staff employed in PA management activities is

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12. Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland
13. Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland
14. Ionita, A. & Stanciu, E. (2018). Assessment of training and capacity development needs for protected Areas Staff in Northern Africa, IUCN, Gland
15. Appleton M.R., Ionita A. and Stanciu, E. (2017) Pathways to professionalization. Developing individual and organisational capacities for protected area management in Eastern Europe, BfN, Bonn.

insufficient. However, a thorough analysis of the staff need in relation with the tasks and work load needs to be conducted in each country.

- the functional structure of staff by levels of competence seems to be unbalanced in most countries (see Section 4.1.1.), with either administrative and support staff or management and expert staff being predominant. However, the figures cannot be correctly interpreted without a detailed analysis of PA management system's requirements in terms of staff needs.

- there is a very high proportion of administrative and support staff in Egypt and Algeria, compared with the much lower percentage of specialized staff, which is able and required to provide technical work and make strategic and tactical decisions.

The number of staff allocated to protected area management, as indicated by respondents to the TNA questionnaires, are presented in Figure 2.

Figure 2. Total number of staff working in protected area management in the North African countries
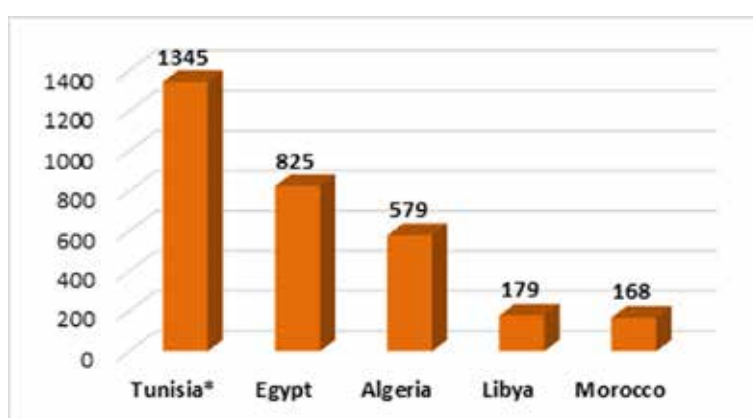
Figure 3 indicates staff structures by country, showing significant differences at all staff levels. The in-depth analysis should look more carefully into several issues: what staff categories were included in the unskilled laborers level, what are the specific challenges for each PA system and, indeed, at the PA level

that are influencing these structures, etc. For example, a relatively high percentage of skilled workers would be justified by a protected area system with a high level of resource use or mass tourism pressures.

Figure 3. Staff structure by personnel levels covered by the survey, per country
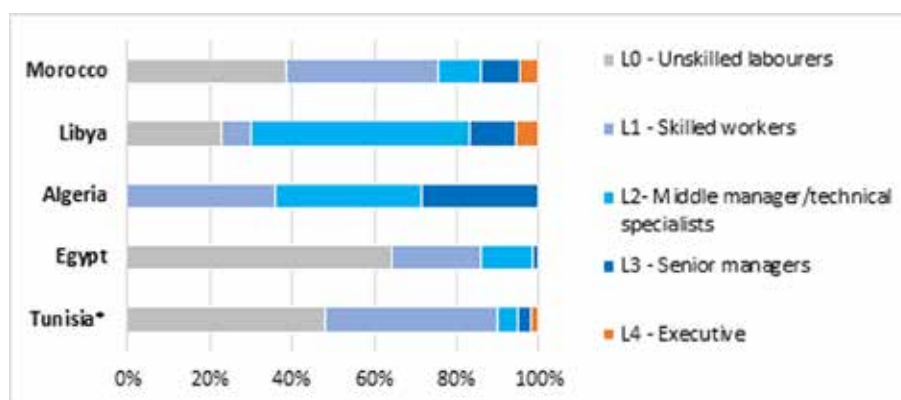
However, it is important to note that these figures have to be further analyzed for a comprehensive image on staff numbers and structures. For example, staff numbers indicated for Tunisia might not be relevant, as these include forestry staff

who are not necessarily dedicated to the implementation of specific protected area tasks.

Availability of training is inadequate, amounting to around 10-30% of what is required. Availability in many countries in the eastern part of the region is almost negligible.

Figure 4 shows the average training provision of the last three years in four of the countries, expressed in numbers of days per person, per year). The regional average of 1,15 training days/

staff member/year is almost 3 times smaller than in the Eastern European countries (Appleton et al, 2015), where training provisions are not considered sufficient for PA staff. These figures combined with the information that in many cases the same people participate at the various training events, leads to the conclusion that only some of the staff are benefitting from the existing trainings, with large numbers of staff not having access to capacity building events.

Figure 4. Average number of training days/person/year
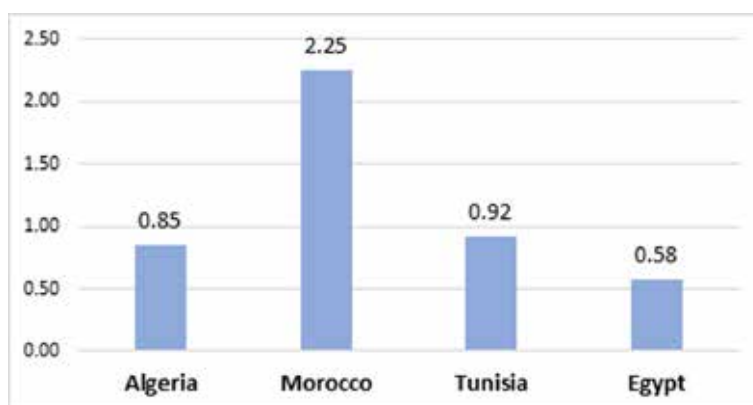
Topics of training frequently do not reflect the priorities identified by the managers; training provided in the last 3 years focused on a limited number of topics (conservation, technology and protected area management), which, although important for the management of PAs, does not cover the full spectrum of competences necessary for all the levels of staff, and do not (always) coincide with the priority needs emphasized by the participants to the TNA survey. The preferences and needs for capacity development differ for the different levels of staff. It seems to be a higher need for planning, management and administration related competence (e.g. financial and human

resource management, administrative documentation and reporting) as well as for "soft skills" (communication, negotiation, awareness raising) and advanced personal competences (e.g. team management, strategic planning and decision-making, etc.).

A comparison between figures 5 and 6 shows that the training topics of the last three years, in most cases, did not respond to the capacity development needs. In all of the countries, training provisions are far from the needs identified for each of the competence categories[16].

Abbreviations used on the figures for the competence categories: PPP - Protected area policy, planning & projects, ORG - Organisational leadership & development, HRM - Human resources management, FRM - Financial & operational resources management, ADR - Administrative documentation & reporting, CAC - Communication & collaboration, BIO - Biodiversity conservation, LAR - Upholding laws & regulations, COM - Local communities & cultures, TRP - Tourism, recreation & public use, AWA - Awareness & education, FLD - Field / watercraft & site maintenance, TEC – Technology, FPC - Foundation personal competencies, APC - Advanced personal competencies

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16. See Annex 1 presenting the Competence Categories and Ionita, A. & Stanciu, E. (2018). Capacity Development Strategy Outline for Protected Area Management in the North African Region, IUCN Gland, Switzerland and Malaga, Spain: xi + 40pg

Figure 5. Training topics in the North African countries (2015 - 2017)
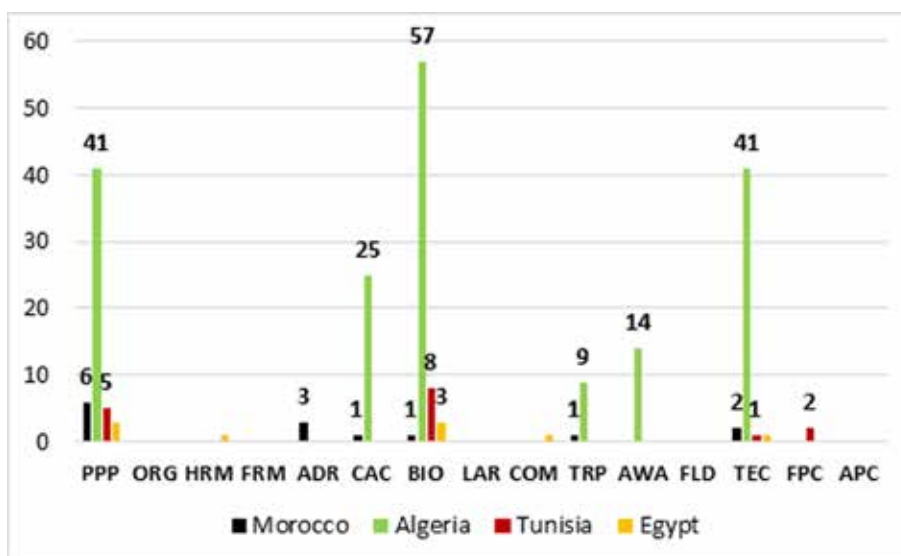
Figure 6. Average Capacity Needs Index[17] by country
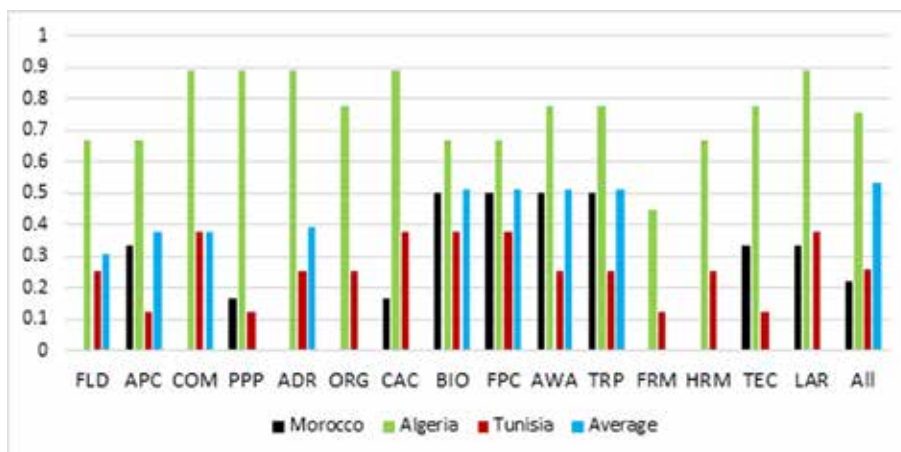
Most trainings are provided due to internationally funded projects and by international organizations/experts. Most of the projects are offering limited amounts of money for training events, with content / topics designed based on the objectives of the project and with very small, if any, impact on the management of protected areas.

Figure 7. Training providers at the regional level

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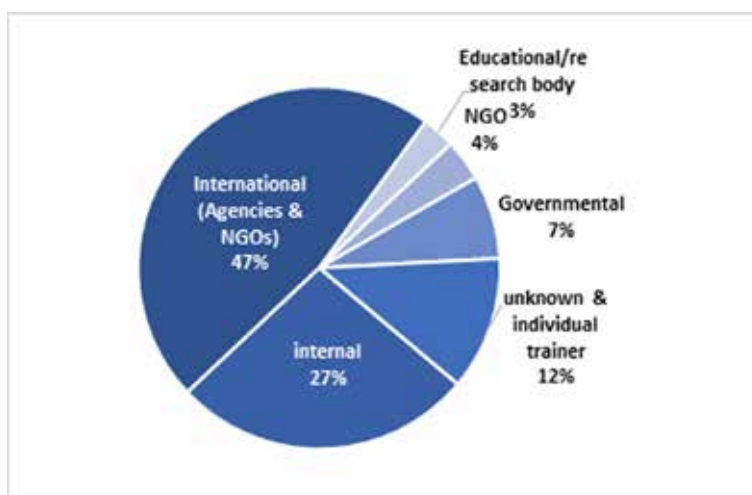
17. The higher the value of the Capacity Need Index, the higher the need for that category of competences. See Ionita, A. & Stanciu, E. (2018). Capacity Development Strategy Outline for Protected Area Management in the North African Region, IUCN Gland, Switzerland and Malaga, Spain: xi + 40pg

The low capacity for delivering capacity development internally, reflected by figures 7 and 8, might be associated with several factors: lack of capacity for certain topics, no efforts made to identify, develop and valorize existing internal capacities, lack of induction programmes for new staff and lack of planned mentoring programmes within the PA systems and within the PA teams. However, the existing internal expertize should be used as a very valuable resource and should be structured into systematic internal training programmes.

Figure 8. Internal versus international training providers for the North African Countries
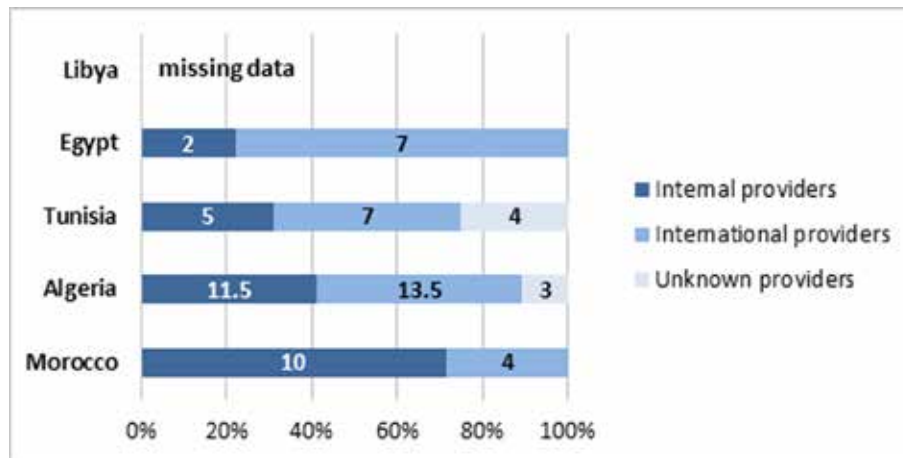
Detailed analysis of the capacity development needs by competence categories[18], summarized by figure 9 also revealed that the needs indicated by staff levels in each of the five countries and for each of the 15 competence categories differ significantly.

Figure 9. Capacity Needs Index for all staff levels. Algeria
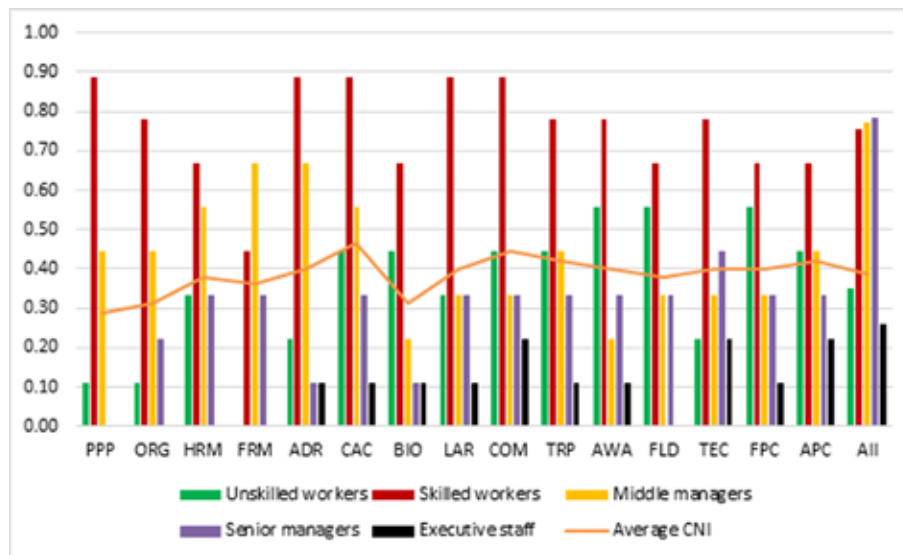
A comparison between the capacity needs and the most preferred topics shows that respondents to the TNA questionnaire are not necessarily making the link between competences needed for the PA management and those that are indicated as desired for their staff. For example, even though the average regional figures show that competences linked to Local communities & cultures (COM) are amongst the most needed ones (see figure 11), most directors do not see this competence category amongst the ones they would like to see developed for their staff (see figure 10).

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18. See Annex 1 presenting the Competence Categories and Ionita, A. & Stanciu, E. (2018). Capacity Development Strategy Outline for Protected Area Management in the North African Region, IUCN Gland, Switzerland and Malaga, Spain: xi + 40pg

Figure 10. Most preferred topics of training at regional level
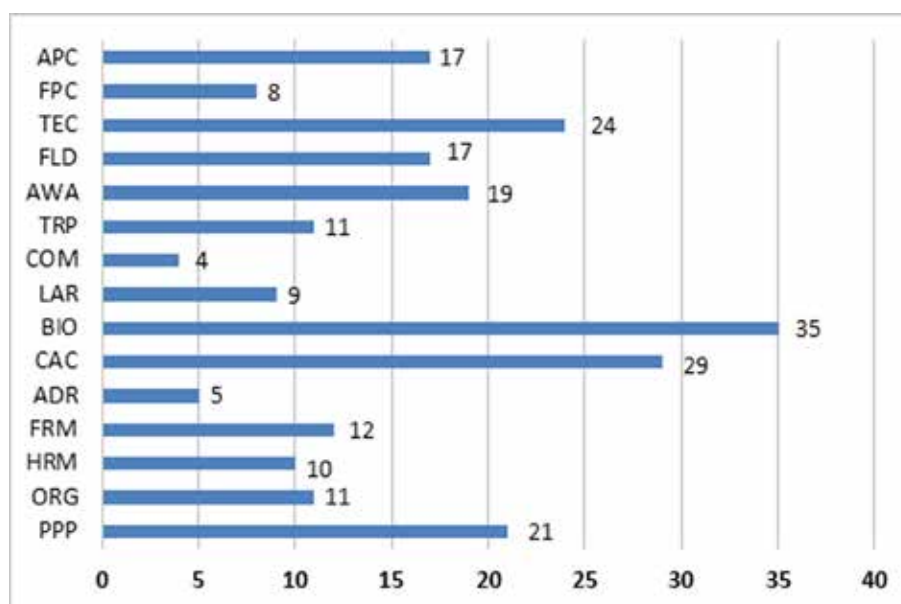
Figure 11 Average Capacity Needs Index for North Africa
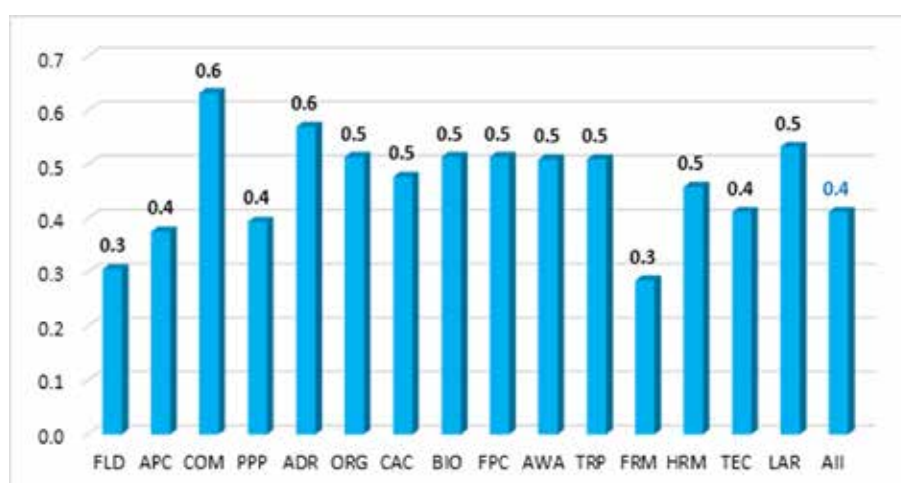
Preferences for learning modes vary amongst levels of staff, with an overall preference for study tours and exchanges and for short training courses; however, newer methods of training and learning are available (e.g. e-learning and self-driven learning) and need to be considered when designing capacity development programs. There is a good potential in using the transfer of knowledge between peers in a structured way, as internal training programs.

Budget allocation and resources for capacity development

There is very little information in most countries about the amount of money spent on training and capacity development – there is no good evidence of this segment of expenses.

2.2. Training Needs Assessment - key recommendations

Results of the TNA, presented briefly above and the analysis of the information provided by respondents to the training needs assessment questioner, by interviewed experts and country representatives participating at the Tunis Workshop, lead to the following recommendations for effective PA capacity building in North Africa:

- **Enable the understanding of coherent and systematic approaches to competence based capacity development.** The competence based approach to capacity development is a complex, hence valuable guiding framework, which needs to be better understood by both the decision makers across the PA

management system (including PA Directors/Heads, representatives of national PA management authorities and other relevant decision-makers) and other relevant stakeholders (e.g. national and regional NGOs). Information and awareness raising campaigns (e.g. seminars, training events, informative resources) would be recommended.

- **Integrate institutional and individual capacity building efforts**. Competent individuals can be mostly effective in functional organizations. Therefore, the development of individual capacity needs to be considered in relation with institutional / organizational capacity, as well as the capacity at system/society level.

- **Conduct a PA system level analysis to define the needs for staff numbers and structures.** Sufficient resources of personnel have to be available for the protected area management and staff structures have to be designed to allow a good coordination of the work. The system level analysis should look to the needs of the PA system, deriving from PA management plans and national action plans and should determine number of staff by levels, the optimal number of staff for the national and regional level branches, etc. This analysis should answer questions like: how much staff would be needed for an effective and efficient PA management, i.e. the implementation of the management plans, is the total need for staff covered, is there a need for more field staff / rangers, are more technical specialists needed, etc. This analysis should support the internal re-organization and the optimization of the existing structure of personnel.

- **Establish a general staff development policy for the PA personnel in each country**. Acknowledging the importance of competent and well-motivated staff for PA's effectiveness, the professional development of PA staff needs to be a permanent concern and part of a coherent approach. Policies for the professionalization and professional development of PA staff need to be integrated in the PA management policies and strategies at all levels.

- Develop a more comprehensive and detailed understanding of the existing professional capacity and capacity development needs for PA staff by conducting detailed capacity development assessments with the involvement of representative numbers of PA personnel

from all of the staff levels.

- The training needs assessment, conducted at the regional level in 2018, should be regarded as a first step towards a coherent and systematic understanding of capacity needs for PA management. The scale of this study and all the limitations related to data collection and language did not allow a thorough needs analysis. More detailed assessments at national & regional level are necessary in order to identify more specific issues and to tailor concrete measures to address them. Such assessments need to include individual self-assessments of the current competence and needs for all levels of PA staff, a more detailed context analysis, a comprehensive inventory of the existing opportunities for capacity development in each country and at regional level, and an assessment of current opportunities and limitations for PA staff's professional development. Such thorough training needs assessment needs to be conducted in each country and repeated periodically.

- **Develop a systematic and integrated approach to capacity building.** Competence based professional development needs to be addressed systematically and integrated in the organizational structures for PA management, both at the national level, i.e. in the coordinating authorities and at the level of individual protected area teams. At the national level dedicated staff should coordinate the professionalization of all staff engaged throughout the system. A data base and an assessment system should be developed to allow for monitoring the capacity development programmes and the progress of staff in time. Developing a comprehensive competence-based professional development policy (*e.g.* a capacity development strategy and Action Plan) should be a primary objective of the overall NBSAPs and PA management strategies.

- Priorities for future capacity building – providing the needed topics, formats and a good accessibility

- Capacity building is focused mainly on training. The total amount of training and the training received by each person is very limited and unequal (e.g. less training for field staff). More capacity building events are needed and all the levels of staff need to have access to these. Priority topics identified through the regional TNA are: human and financial resource management, organizational leadership and management, competencies for

the field work for the rangers, general competencies and soft skills. The trainings delivered on technology (e.g. GIS, remote sensing) have to be adapted to the real technical capacity which is available for the PA management in these countries. More capacity development is needed for the technical specialists and middle managers. Learning modes and formats should be diversified. Capacity has to be built for regional cooperation, especially for conservation actions that should address regional priorities (values and threats).

- **Allocate budget for capacity development.** Budgets need to be allocated for the national level policies, strategies and plans for capacity development, based on systematic assessments of the capacity development needs and associated costs.

- **Keep good records of the current training provision and better monitor capacity development**. The training and capacity development is often not recorded systematically by the PA management authorities. A good evidence of the training received by the staff, would enable the decision makers to track the progress and identify the gaps, which would further allow for more effective use of capacity development opportunities. Moreover, an inventory of the capacity which is already available at the level of each PA system, would enable the development of knowledge sharing systems and could contribute to replicating the already existing knowledge and experience.

- **Make a better use of the existing resources & competences.** Although the need for capacity development is generally high across the system and for a great number of fields of activity, some capacity is already put to work and available. In a context of resource scarcity, when budgets are not available for investments in human resources, making the use of the already existing resources more effective is crucial. Internal knowledge and experience sharing, exchange programs between PA management authorities (both internal and international), induction programs (for the new comers), internal training, mentoring and coaching schemes (learning from colleagues), the development of an internal pool of professionally trained trainers (from the existing experts), can contribute considerably to capacity development.

- **Build internal capacity to develop capacity**. Current capacity development relies to a great extent on external, international training. However, internal training represents 27% of the total training received in the last 3 years at regional level (except for Libya). While external training provision might not offer consistent opportunities and might not always focus on the top priorities, internal systems for capacity development could be more efficient in this matter. Building internal capacity (*i.e.* of staff within the PA management system and of other national level stakeholders – like NGOs, Universities) to develop staff's capacity can be more effective on long term in addressing the real needs.

- **Maximize the effectiveness of the current training and capacity development**. Even though the need for capacity is not fully covered by the current availability of training, it is very important to maximize the effectiveness of what is already available. Follow-up activities, a more effective coordination between both providers and beneficiaries and the different training providers, impact assessment and monitoring, etc. can have positive contributions from this point of view.

- **Coordination and collaboration** is an important prerequisite for effectiveness. A better coordination at regional level between the training providers and beneficiaries, would enable the development of capacity development approaches which respond to the real needs and priorities. Moreover, a better coordination of different capacity development initiatives (both national & regional) can be very beneficial in developing a unitary approach. A regional program/coherent approach for capacity development could be beneficial. The existence of a Regional Centre for Capacity Development within IUCN-Med, of regional level actors (such as e.g. RAC-SPA, IUCN-Med) and of regional level approaches (e.g. The Regional Strategy for Capacity Development for MPAs, The Strategic Framework for Capacity Development in North Africa) are opportunities in this sense.

- A specific recommendation concerns the Tunisia PA system: priority consideration should be given to establishing PA management entities, with staff numbers and structures that can secure effective and efficient management.

2.3. Key issues identified by key actors

The main issues for building the capacity for PA management in each country, identified by the participants at the Tunis Workshop, are presented below. The table shows the issues as presented on cards, as well those that were raised during the discussions. The second column shows the strategic recommendations addressing the issue.

Table 2. Main issues for building capacity for PA management in North African countries

Issues identified during the Tunis workshop (presented on cards and brought up during the discussions)	Strategic Pillar and actions addressing the issue (see Chapter VI)
Understanding the importance of CD	
Lack of initiatives for developing individual capacities - Individual staff's initiatives to develop their capacity are missing	Pillar 3. Institutional capacity and Pillar 4. Individual CD: R 3.2.2., R 3.2.5, R 3.2.6., R 4.1., R 4.2.,
Capacity development at (cooperation) project level is poor or inexistent	This is a very specific issue, that could be addressed through actions under Pillar 4. Individual CD and Pillar 5. Regional
Awareness on the need for CD	
Promotion/advancement system does not motivate individuals (staff) to build their capacity	Pillar 3. Institutional capacity: R 3.2.2, R 3.2.5
Limited understanding of the importance / relevance of CD	Pillar 1. Enabling environment R.1.2.
Enabling environment	
Legal framework not supporting CD for protected area management	Pillar 1. Enabling environment R.1.3.
Language barrier - proficiency in English is often missing, therefore access to existing international knowledge (especially developed by IUCN) and access to international training & learning is limited	Pillar 1. Enabling environment R 1.5
People's negative perception of PAs (due to the fact that people have been relocated)	Pillar 1 Enabling environment: R 1.1. This will be also addressed by competent PA staff, through Community Outreach and Communication related competences
Communication of PAs (why they are needed, etc.)	Pillar 1 Enabling environment: R 1.1. Pillar 4. Individual CD: R 4.1., R.4.2.
Knowledge on current situation of capacity	
Absence of diagnosis of the needs regarding capacity development	Pillar 2. Planning: R 2.1., R 2.2.
No needs assessment and lack of strategy on CD	Pillar 2 Planning: R 2.2., R 2.3.
Lack of records of training providers / receivers and budgets/expenses	Pillar 3. Institutional capacity: R 3.3. Pillar 5 Regional cooperation: R 5.3.
Coordination	
Lack of common approaches between ministries / responsible entities - no coordination between different institutions (fragmented institutional setting)	Pillar 2 Planning: R.2.3., Pillar 3: R.3.2.1,
Planning for CD	
No planning	Pillar 2. Planning
Lack of CD strategy for PAs	Pillar 2. Planning
Lack of action plan for CD for PAs	Pillar 2. Planning
No systematic and coherent approach to CD	Pillar 2. Planning, Pillar 3. Institutional capacity, Pillar 5. Regional coordination
Implementation	
Plans will need implementation measures	To be considered in the planning processes

Integrating CD in PA management	
CD is not integrated in the management plans	Pillar 2. Planning: R 2.1.
CD needs not correlated with PA management needs	Pillar 2. Planning: R 2.1., R 2.2
Resources	
Insufficient human resources for PAs	Pillar 3. Institutional capacity: R 3.1
Lack of personnel	Pillar 3. Institutional capacity: R 3.1
Numbers and structures of staff	Pillar 3. Institutional capacity: R 3.1
Hiring policies	3. Institutional capacity: R 3.2
Lack of financial support / budget	5. Regional cooperation R 5.2.
Implementing CD - actions	
Same people participating in CD events - limited access to training for some (most) staff categories	Pillar 4. Individual CD: R 4.2
Overall – limited amount of training for some staff	Pillar 4. Individual CD: R 4.2
Limited diversity of training (topics) received	Pillar 4. Individual CD: R 4.1
Focus on training & less on other learning modes	Pillar 4. Individual CD: R 4.1
Lack of training for the new staff	Pillar 4. Individual CD: R 4.3
No use of existing national capacities	Pillar 4. Individual CD: R 4.3
Limited internal capacity for CD	Pillar 4. Individual CD: R 4.3
No competence based career development	Pillar 3. Institutional capacity: R 3.2
Low work related motivation	Pillar 3. Institutional capacity, Pillar 4. Individual CD: R 3.2, R 4.1, R 4.2
Lack of CD on specific fields (see list)	Pillar 4. Individual CD: R 4.1
Impact and effectiveness	
No concrete follow-up on impact evaluation of CD	Pillar 3. Institutional capacity: R 3.3, Pillar 5 Regional cooperation: R 5.3
Lack of assessment post-CD events …	Pillar 3. Institutional capacity: R 3.3, Pillar 5 Regional cooperation: R 5.3
CD of PA stakeholders	
Lack of implication of actors in PAs governance	Pillar 4. Individual CD: R 4.1
Difficult to involve communities from the nzeighbourhood of the PAs in the participative management	Pillar 4. Individual CD: R 4.1

3. Strategic framework outline for developing capacities for protected areas management

This chapter outlines a set of recommendations for the main directions and priority action for a planned approach on protected area capacity development in the North Africa region.

Given the limitations[19] presented in the Training Needs Assessment Report[20] these recommendations should be considered as a starting point for a more detailed and coordinated approach to capacity development for PAs. This document can be considered in the design and implementation of projects addressing some of the priority issues before a comprehensive strategy and operational plans are developed for the five countries and for the region.

Given the complexity of the competence based capacity development and professionalization processes for PA staff, the development of comprehensive strategies / plans can be lengthy process and would, most likely, take a few years, even if relevant actors are fully committed to get engaged.

Considering the current stage of capacity development in North Africa, as resulting from the training needs assessment

conducted in the region, as well as the experience related to similar processes in Eastern Europe, the process of developing coherent and functional competence based approaches to capacity development in the North African countries could be structured in two main stages:

i. **In stage one,** the focus should be on the development of an enabling environment and planning, including the development of national plans for capacity building (based on thorough TNA) , development and implementation of initial steps in building the institutional capacities, improving the effectiveness of the existing capacity development programmes and initiating new ones, based on the priorities identified so far.

ii. **In stage two,** the professionalization of PA management should be considered. Some preparatory measures are included in stage 1 (see Strategic pillar 1 - Enabling environment).

The current strategic outline is the starting point for stage 1, but it also includes some preparatory actions for stage 2.

3.1. Strategic Goal and Target Groups

The strategic directions outlined in this document aim to contribute to developing the human resources and their professional capacity for protected area management in line with IUCN-WCPA's Strategic Framework for Capacity Development which has been defined at the World Parks Congress in Sydney (2014) and with the Aichi targets, thus contributing to an increased effectiveness of protected area management.

3.1.1. STRATEGIC GOAL

Comprehensive institutional and individual capacity development framework is in place in North Africa countries, contributing to the effective and efficient management of protected areas, through a competence based approach, which enable staff at all levels to improve their professional competence and perform their tasks effectively, in a motivating and effective institutional set-up.

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19. Some of the most important limitations in conducting the TNA were related to: the limited time available for the assessment, thus not having the time and resources for individual staff assessment, the challenges of the online questionnaire for some of the respondents, the fact that the assessment could be conducted only via emails/online questionnaires, with no direct interaction with the respondents.

20. Ionita, A. & Stanciu, E. (2018). Technical Report: Capacity Development Strategy Outline for Protected Area Management in the North African Region, IUCN Gland, Switzerland and Malaga, Spain: xi + 40pg

The present strategic recommendations are relevant for: (i) decision makers from authorities/institutions with responsibilities for the PA management systems at the country/regional/local levels; (ii) staff from PA management authorities/teams; (iii) key stakeholders for PA management (e.g. decision-makers, local community members, representatives of other sectors, national and local NGOs); (iv) donors and training providers at all levels and (v) relevant regional level organizations and programs.

3.2. Strategic Pillars, Objectives and Recommendations

The strategic recommendations are grouped in 5 pillars, with the objectives and strategic recommendations (R) presented in this chapter, while the and actions for each pillar, based on the recommendations, are presented in in Chapter IV.

STRATEGIC PILLAR 1: ENABLING ENVIRONMENT

> **Objective:** *Improve the context and conditions needed to develop an efficient, competence-based capacity development framework and for the professionalization of PA management in the North Africa region.*

Providing the appropriate enabling environment for the professionalization of PA management and the development of optimal capacities is one of the key aspects, often overlooked or not addressed, mainly because related issues go beyond the capacity building domain. Ignoring or overlooking issues related to this topic leads, in most cases, to situations when even the effective CD programmes fail to produce the desired impact on PA management.

For the North Africa Region, the main constraints of the enabling environment seem to be: ***institutional arrangements*** for PA management, the lack of understanding and ***recognition of the value of the competence based approach*** to capacity development. Besides confirming these constraints, identified also as part of the TNA, participants in the Tunis Workshop have identified the ***English language proficiency*** as an impediment to access international knowledge and programmes relevant for PA management at all institutional levels.

In terms of ***legal framework*** in the 5 countries, which was not specifically mentioned by participants in the TNA and at the Tunis workshop, there is no information at this stage if the national legislation regarding formal education, professional qualification and development frameworks, human resource management, etc., supports the competence-based approach.

Workshop participants have also emphasized the need to *raise awareness of the general public* on the importance of PAs and to *improve communication at the PA level* with the aim to improve the enabling environment for effective PA management and, implicitly, for capacity development. Even if these aspects are not directly considered in the Strategic Outline, it is important to consider them when defining priority training topics on the short term, as part of the actions defined under the Strategic Pillar 3.

R.1.1. Develop national strategies in participatory processes to define the overall goal and key objectives of protected areas

Protected areas should contribute in a comprehensive way to the sustainable development of a country, beyond key objectives that are defined for biodiversity conservation. However, the critical role of protected areas in the overall development scheme of a country should be clearly outlined through a comprehensive national protected area strategy, developed in a participatory planning process, i.e. actively involving stakeholders. With management plans aligned to the national strategy, Individual protected areas will become cornerstones for local, regional and national development, building on the natural and cultural values for which they were established.

The overall effectiveness and efficiency of the protected area systems depend on the existence of national strategies, that would direct the management of all protected areas towards fulfilling a clear vision. These strategies will provide milestones and a framework for prioritization and efficient use of the limited resources available in the North African countries for their management.

The effectiveness and efficiency of a national level capacity building programme, addressing both institutional and individual capacities, require a well-planned protected area system, i.e. national protected area strategies. Hence, developing these strategies becomes of paramount importance to provide a proper enabling environment for the professional development of protected area staff and management entities.

R.1.2. Raise awareness on the importance of capacity development and develop a good understanding of the competence based approach throughout the PA management sector and key stakeholders

National and regional policies, strategies and initiatives reflect a yet poor and incomplete understanding of the crucial importance of sufficient, well qualified and well organized human resources for the effectiveness of PA management. Moreover, the current capacity development initiatives within the region are not yet integrating the competence-based approach to individual capacity development.

PA decision makers at all levels as well as key stakeholders (*e.g.* conservation NGOs, nature resource managers, other sectors) need to get a better understanding of this issue, as well as of the means and tools to develop individuals' capacity. More resources need to be allocated to awareness raising programs and for resources (e.g. guidelines, manuals) for practitioners. Strategically speaking, the priority target group for such programs consists of the *decision makers*, *top and senior managers* (from PAs and national level coordinating institutions), as well as for the human resource managers. However, other key stakeholders which are currently playing an important role or could support the PA mangers in the future (e.g. local NGOs, education and research bodies), need to get a good understanding of this issue as well.

R.1.3. Prepare the legal framework for the professionalization of PA management

The IUCN WCPA Strategic Framework for Capacity Development has defined Professionalization as its first Programme, with the goal to have PA management recognized "as a distinct, multidisciplinary profession with its own specialist

occupations and standards"[21].

Professionalization of PA management is about establishing occupations with well-defined occupational standards and associated capacity development programmes. This should be done within the official framework for professional qualification in each country for standardized occupations/professions.

Although the development and implementation of a framework for PA professionalization would be a "stage 2" priority (see Chapter I), under this pillar some preparatory actions are recommended, aiming to develop the understanding of the existing legal framework in each country and prepare the development of the PA professional framework.

R.1.4. Secure financial resources for capacity development and their effective management

Given the very low allocation of budgets in the countries where some budget is available, special attention has to be given to securing funding for continuous and effective capacity development. Based on estimates of needs from the plans developed for each country and from the regional strategy (see Strategic Pillar 2), clear requests can be made for yearly allocations from the state budget and the financial support of donors can be channelled to the actual needs of PA management. Besides earmarked money in the state budget allocated for responsible entities, a coordinated effort should be made to attract support from third party entities for the professional development of PA staff and of the staff from responsible entities. This recommendation refers also to training the staff from the PA system to develop and implement projects that contribute to capacity development.

R.1.5. Provide opportunities to develop language skills that help the CD actions

Participants to the Tunis Workshop feel that this recommendation is one that is very strongly linked to creating the enabling environment for CD. At present, most of the PA related staff has access mainly to Arabic and French materials and training events on PA management. English is a very important language in this field, with many guidelines, manuals and

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21. Appleton, M.R., 2016, A Global Register of Competences for Protected Area Practitioners, IUCN Gland

information developed in this language, identifying effective ways to support PA staff in developing English language skills would contribute to improving access to capacity building materials and opportunities provided at the international level.

Objective: *Develop the strategic framework for integrated and coordinated capacity development and professionalization for the management of PAs.*

The need for planning and the importance of CD strategies / plans is presented briefly in Chapter I. The planning process has to start with a thorough training / capacity development needs analysis. This analysis should be based on the staff and competence needs deriving from the PA management plans and from the tasks and responsibilities of national/regional level authorities. The needs assessment will provide the information needed for the participatory planning process.

R 2.1. Integrate capacity development in the overall PA management framework

Professional capacity is subsequent to overall management capacity and the two need to be developed in an integrated manner. The PA management systems in the North African countries are evolving and adapting to the "modern", more complex approaches to conservation, i.e. to the participative and adaptive management approach, with different paces. To achieve sustainability, this evolution (e.g. the increase of PA coverage, the participative and adaptive planning and management) need to address the concern of capacity development at an early stage. Ideally, the current initiatives of restructuring the PA management systems (such as e.g. the establishment of a dedicated PA management body at central level in Egypt, the development of a PA Management Strategy in Libya, etc.) should integrate provisions for capacity development at individual and institutional / organizational levels, as well as at a system level.

One key recommendation that has to be considered across the region, is the improvement of the management planning process and of the management plans. By establishing the long-term vision, key objectives for the short/medium term (5-10 years) and a clear zoning for activities, these plans are guiding the action plan for at least 5 years and the planning for human and financial resources for efficient management. Staff numbers and structures, as well as individual competences should be strongly related to the requirement deriving from the management plans. Therefore, each of the five countries should have a well-designed management planning process, involving stakeholders in a process lead by the PA management team (not by consultants), a process that needs also highly competent staff.

The PA management systems in the North African countries is highly centralized, with the national authorities playing an important role in the decisions at PA level. Professionalization of PA management needs to begin with the coordinating authorities. The first steps can include:
- appointing staff to overlook and coordinate the capacity development efforts throughout the PA system (the existing human resource managers can take over this responsibility);
- keeping good record (*e.g.* through a structure data base) of the existing competences and their evolution throughout the PA management system (*e.g.* trainings attended by the existing staff, new competences acquired), including information concerning the budgets and expenditures with capacity development.

The National Biodiversity Strategy and Action Plan 2016-2030 for Algeria provides a good example of such integration, a priority being set to increase the capacity of the staff working for biodiversity conservation.

At the PA level, some initial steps should be made:
- establish staff numbers and structures based on the needs defined through the PA Management Plans;
- develop/adapt job descriptions based on the competence approach promoted through The Global Register of Competencies for PAs (Appleton M.R, 2016);
- assign tasks related to HR management to existing staff and develop their capacity related to this topic. This can be done, for example, by appointing a staff member to take on responsibilities related to HR management together with the director and by building their capacity to do proper HR management.

R 2.2. Gain a clear understanding of the real capacity development needs of the PA management staff in each country

Identifying those competences which are mostly needed by a certain level of staff have to balance an ideal list of competences corresponding to a job position with the competences needed in a real-life situation, on a daily basis. For example, from the full range of competences a ranger should ideally have to fulfil all the tasks listed in his/her job description properly, however, in situations when e.g. resources for management activities are scarce or staff workload is very high, that person will use only a limited range of competences on a day to day basis.

The Global Register of Competencies for PAs (Appleton M.R, 2016) provides a full list of competences recommended for PA staff at all levels, for 15 fields of activity which are directly relevant for the PA management. This can be used as a starting point in defining the range of competences for different job positions. This Register can be used as a starting point for the analysis of real training needs – as it has been the case with the Training Needs Assessment of Capacity for North African PAs, conducted as part of the development of this strategic approach.

Broadly speaking, in terms of priorities for capacity development, the results of the TNA Report (Ionita A. & Stanciu E., 2018) conclude that:
- more capacity development activities should be provided to PA staff on:
  – applied PA management skills for biodiversity conservation, PA management planning and projects, tourism, recreation and public use in PAs, especially for the technical specialists, middle and senior managers;
  – general management, planning and administration skills, namely human and financial resource management, organizational leadership and management, especially for the managers and team leaders at all levels;
  – for the development of what is known as "soft skills", including communication, negotiation, conflict resolution, awareness raising and education, for most of the staff levels, and
  – competencies for field work (for rangers and field staff).

Trainings delivered on technology (*e.g.* GIS, Remote sensing) have to be adapted to the real technical capacity which is available for the PA management in these countries.

Details are available in TNA Report.

However, while a general analysis (as the one mentioned earlier) provides valuable insights for the development of overall recommendations, a **more detailed analysis** (based on individual staff's self-assessments) **is recommended** to identify properly real staff's needs at national and PA level.

A thorough training needs assessment (TNA)[22], which would include detailed self-assessments of all staff members of respondent protected areas, needs to be conducted in each country and repeated periodically. To avoid subjectivity and misreporting, it should ideally be conducted by external actors, who should provide a prior introduction into the content, terminology and methodology and should provide assistance. Therefore, to gain good results, sufficient resources need to be allocated (financial, technical and time) for a proper data collection.

R.2.3. Develop the framework for coordinated approaches to capacity development at the national and regional level

A unitary, competence-based professional development policy and framework needs to be developed (*e.g.* National Capacity Development Strategies and Action Plans) and integrated in the overall NBSAPs and PA management strategies. This needs to be accompanied by dedicated budget allocations.

Therefore, National/Regional Capacity Development Strategy/Plans should be developed, as such a strategy/plan *"provides a clear long-term, coherent approach at protected area system level (as opposed to ad hoc, isolated and inconsistent actions) and enables effective resource allocation and fund raising.*

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22. A thorough training needs assessment includes: applying the General TNA Questionnaire and a detailed self-assessment of all the staff for each of the PAs participating in the assessment. Such a thorough assessment should be based on a representative sample of PAs. Explanatory sessions should be also organized for as many of the respondents as possible (consultants applying the questionnaires should have the possibility to explain them directly to respondents).

Capacity Development Plans can establish a vital link between individual and organizational capacities, but to do so they must be fully developed and 'owned' by the organizations responsible for implementing them." (Appleton et al, 2017).

The development of such strategic framework needs to be done through a participatory process and requires a good understanding of the real capacity development needs, as well as a good understanding of the overall context (e.g. PA management system, resources available, current opportunities for capacity development, limitations, etc.). The preparation of such a Plan needs proper preparation and very good facilitation.

For developing meaningful national/regional capacity development strategies some critical steps have to be done, mainly to prepare the actual process of developing these planning documents, like, for example, in-depth training needs assessment, as described under R 2.2.

A possible approach to developing national/regional capacity development could be the one used by ProPark in the process of developing three national / regional capacity development plans in Eastern Europe. The approach in Eastern Europe included the following steps: a thorough training needs assessment (applying the General TNA Questionnaire and the Self-Assessment Questionnaire, an analysis of the PA system in the country, establishing a working group with experts / key people from relevant entities (national level and PA level) who did the drafting work of the capacity development plan, conducting workshops with relevant stakeholders at the beginning of the process and at the end. A description of the approach is available in Appleton M.R., Ionita A. and Stanciu E. (2017) *-Pathways to professionalization: developing individual and organizational capacities for protected area management. Lessons from Eastern Europe*, BfN, Bonn.

The Regional Capacity Development Strategy should aim optimized knowledge transfer at a regional level, to make the best use of the existing experience and lessons learned from different PA management bodies within the same country and from the different countries in the region.

STRATEGIC PILLAR 3: INSTITUTIONAL CAPACITY

Objective: *Establish key institutional / organizational*

policies, procedures and requirements for PA management entities with the aim to provide a working environment that encourages PA employees to improve their professional capacity and to support them in valorising the newly gained or improved competences in their every-day work.

The ability to secure a proper framework at the institutional level for individual capacity building is provided as part of the human resource management component of the respective institution and incorporates policies and rules for developing professional capacity of individuals within the institution. Lack of or poor institutional framework for capacity development can substantially diminish the impact of efficient individual capacity development efforts. For example, individuals who develop relevant competences through a capacity development event, might not be able or willing to use their new competences if the institutional setup is not encouraging them or even makes it difficult for them to do so. Another example is related to the lack of motivation for individual staff for capacity development, determined by the lack of competence based advancement systems.

In this study, when referring to institutional capacity, the following institutions were considered: national level authorities and agencies directly involved in PA management, i.e. the relevant departments in various ministries and dedicated entities at the PA level.

This pillar compiles recommendations for building institutional capacity with the aim to implement competence based capacity development approaches for PA management in North Africa.

R 3.1. Ensure appropriate staff numbers and structures

Total numbers of staff and staff densities are important indicators of the human capacity for PA management, if correlated with the needs defined for the management of PAs. Covering the need for staff and ensuing an adequate structure of the personnel in terms of the competence levels, should represent priorities. While the literature (see the TNA Report – Ionita A. & Stanciu E., 2018) provides terms of comparison with other regions, the need for staff and its structure should be determined in relation with the local contexts (e.g. PA territorial context,

values, pressures, resources available for management). The analysis of the needs for staff should be based on the capacity needed to implement the management plans (if these exists) and should also consider how the PA management work is organized (responding, for example, to questions like: is the total need for staff covered? How much staff would be needed for an effective and efficient PA management? Is the need for field staff higher? Is there a need for more rangers? Are more technical specialists needed?).

R.3.2. Develop the institutional framework for the competence based approach

The PA management systems in the North African countries is highly centralized, with the national authorities playing an important role in the decisions at PA level. Securing the institutional capacity for the desired capacity development and professionalization system needs to begin with some minimal steps at the level of coordinating authorities. The first steps can include:

- appointing staff to overlook and coordinate the capacity development efforts throughout the PA system (the existing human resource managers can take over this responsibility);
- develop recommendations for hiring policies and professional advancement systems based on the competence approach;

The personnel involved in these actions and/or appointed to implement them should benefit of the training events recommended under Strategic Pillar 1 - R 1.1.

At the PA level some initial steps should be made:

- develop/adapt job descriptions based on the competence approach promoted through The Global Register of Competencies for PAs (Appleton M.R, 2016)
- develop/include in the existing staff performance evaluation aspects related to personal capacity development (personal needs, opportunities) and include conclusions in a PA level capacity development plan
- assign tasks related to HR management to existing staff and develop their capacity related to this topic. This can be done, for example, by appointing a staff member to take on responsibilities related to HR management

together with the director and by building their capacity to do proper HR management.

R.3.3. Monitor and evaluate capacity development programmes / events

In terms of addressing the issue of effectiveness, of the existing training events and future CD programmes the quality of the events should be assessed through various methods, both by the training providers (e.g. through feed-back forms) and, as far as possible by the benefitting institutions/organizations. Follow up systems should be also - ideally - developed to monitor on the long term the impacts of CD events, by assessing the evolution of individual staff performances.

Establishing the impact of capacity development programmes is a very difficult and complex issue: staff performances are improving not only due to participation in such programmes, but also through practice and, for example by participating in various professional events. However, some realistic analysis are possible only if there are tools developed and implemented to monitor overall progress of protected area management effectiveness. The overall management effectiveness is depending on several factors[23]. Staff performance is, of course an important contributor, therefore a periodical assessment of the performance of all employees should be carried out at all PA management levels. Interactive assessment methods should be developed and used, i.e. methods that allow a periodical dialog between the employee and his/her coordinator. Part of this assessment should refer to the capacity development needs and to the competences that were improved through the training events.

At the institutional / organizational level a clear situation should be kept of the participation at various CD events, ideally with a periodical evaluation of the competence levels of the staff. Thus, some analysis can be conducted to indicate the effectiveness of the CD, analysis that can indicate if the employees benefit from these, but also on the quality of the events and providers. For the quality assessment, national level analysis have to be carried out on top of the PA administration levels to gain information about training providers.

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23. Stolton, Sue; Hockings, Marc; Dudley, Nigel; MacKinnon, Kathy; Whitten, Tony (2003) Reporting progress in protected areas: a site-level management effectiveness tracking tool. Washington, DC: World Bank. - See the WCPA Framework for assessing managemnt effectiveness of Pas and PA systems.

This recommendation should be implemented by:

- keeping good record (*e.g.* through a structure data base) of the existing competences and their evolution throughout the PA management system (*e.g.* trainings attended by the existing staff, new competences acquired), including information concerning the budgets and expenditures with capacity development.
- developing/including in the existing staff performance evaluation aspects related to progress in delivering tasks, i.e. if the staff member is demonstrating improved or even new competences.
- conducting analysis of the CD events provided, correlated with the staff development to improve CD.

STRATEGIC PILLAR 4: INDIVIDUAL CAPACITY DEVELOPMENT

Objective: *Provide national and regional capacity building opportunities for PA staff for the efficient management of PAs in North Africa.*

This pillar recommends priority actions for individual capacity development, based on the findings of the regional TNA and recommendations of the Tunis Workshop participants. The need to provide access to capacity development events to each staff member, as well as the importance of developing internal capacities (mentors at PA level, trainers from national/regional researchers and experts) and valorizing existing capacities from universities and research institutes, were emphasized during the workshop. Internal capacity building programmes, like for example, staff inductions, should be promoted throughout the region. Priority topics recommended by the Tunis workshop participants include PA communication, developing and implementing research programmes, developing capacities for creating a gene bank and for the conservation of genetic resources and for addressing climate change effects on emblematic species and habitats and define adaptation and mitigation measure. It is also considered important to improve capacities for extending the PA system, establishing and managing transboundary PAs. Species reintroduction, visitor management, community involvement, awareness raising, communication and negotiation techniques, monitoring techniques and management effectiveness assessment were also listed as priority topics for some of the countries or the region. Special emphasis was made on the need to develop the capacity of local

communities to contribute to the management of PAs, as well as the capacity of key stakeholders.

R 4.1. Optimize existing opportunities for learning and maximize the impact of the current capacity development efforts

A considerable amount of resources has been mobilized and invested in the development of PA management staff's capacity in North Africa. However, the effectiveness of these efforts is still questionable. Given the limited availability of resources for capacity development (especially internally), their effective use is of critical importance. The topics addressed by the courses, the training format and contents, the language and the training methods, the relevance of the participants position in relation to the topic, are only a few of the aspects which influence the effectiveness of a training event.

The following recommendations are related mostly to the training providers, should they be external to the PA system or internal experts with competences that allow them to build the capacity of their colleagues, and are aiming to help maximizing the impacts of their efforts.

In terms of the topics addressed and the contents of existing programs, the following aspects need to be considered:

- **Adapting the contents** of the trainings to the real needs and diversifying the training topics in line with the complexity of PA management approach.
- The need to approach a wider range of competencies can actually contribute to tailoring the capacity development offer to the real needs. The TNA conducted at regional level (Ionita A. & Stanciu E., 2018), reflects the relatively limited range of topics approached (75% of the training received by the respondents in the last 3 years focuses on 3 topics: biodiversity conservation, protected area policy, planning and projects and technology, the first two representing key topics for the PA management).
- **Combining different modes of learning** in the capacity development programs /events to maximize their efficiency.
- The Training Needs Analysis shows the need for a diversify of learning modes to be available for various target groups. Our analysis emphasizes some preferences for learning modes, which can be considered in relation

with training providers' experience. Although online and self-led learning is not very popular across the region, good training opportunities are available online (e.g. IUCN PAPACO's series of MOOCs[24]). These can be part of a blended learning approach for senior managers and technical specialists as well as for executive staff. University studies, which are well preferred for the development of specialized competences (of technical specialists) can improve their contribution by adapting their contents and learning approaches and becoming more practice oriented and interactive. Overall, any learning mode and format needs to integrate a practical approach through e.g. practical exercises and field projects, field activities included in the face to face training sessions, field visits and exchange visits. The preference for blended, experiential, hands-on learning and learning from case studies has also been emphasized by Di Carlo et al 2012.

- The format of a training programme needs to consider both the real need for competences of the target group and its availability to participate to trainings. For example, Propark's Programme of Training on the basics for the occupation of PA Ranger has a duration of 2 weeks, full time, face to face, but to make it available to people who are already working, as well as to allow participants to apply some of the knowledge newly acquired through practical exercises, it has been organized in 2 modules of 1 week.

- Study tours and exchange visits, which have been considered as the preference for most of the staff, need to be carefully organized in order to provide an appropriate learning framework for competence development.

- As concluded by Di Carlo et al (2012), to enable the continuous, on-job learning, post training mentoring and coaching can be made available.

- Transferring the existing knowledge

- By replicating successful experiences and analyzing the causes of failures of others, a considerable amount of resources and time can be saved. However, these need to be adapted to the context. For marine PAs, for example – in the Mediterranean Region, RAC/SPA's report (Di Carlo et all, 2012) lists a set of marine PAs which are willing to share their expertise on various topics.

R 4.2. Improve accessibility to training events

The total amount of training and the training received by each person is very limited – more training is needed and staff from all levels should have access to training. Resources need to be allocated constantly to capacity development at all levels. It is important to acknowledge that, especially on the long term, this recommendation should be considered within national/regional strategies (R 1.3), so that the training events are consistent with the real needs and coordinated, thus avoiding waste of resources for capacity development.

R 4.3. Improve internal capacities for providing CD programmes / events

As the TNA report shows (Ionita A. & Stanciu E., 2018), most of the capacity development (47%) is provided externally, by international agencies and NGOs. Most often, this is due to the limited capacity (including trainers, training providers who can organize the training events, training resources, etc.) at national level to provide capacity development. The internal capacity to develop capacity can be built through induction courses, exchange visits, or partnerships with other actors (NGOs, Education bodies). In this sense, the following can have a good contribution at this stage:

- the development of strategic partnerships with e.g. research / education bodies or NGOs to adapt their trainings to the real needs of PA staff and/or to encourage their personnel to provide CD to PA staff.

- optimizing the use of the capacity which is already available internally and within the region.

STRATEGIC PILLAR 5: REGIONAL LEVEL COORDINATION AND SUPPORT FOR CD

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24. http://papaco.org/

Objective: *Maximize the impact of regional level capacity development projects/actions through cooperation between relevant actors and by coordinating and integrating the support offered by donors / training providers.*

This strategic pillar focuses on the regional level and provides a set of recommendations for the regional level actors, with the aim to improve, through targeted and coordinated resource allocation and action, their contribution to building the capacity for PA management in the 5 North African countries, and to promote/implement CD that contributes to the safeguarding/reconstruction of regional and transboundary biodiversity values and develop individual competences that are relevant at the regional level, for example identified as priorities at the regional level.

R.5.1. Improve coordination and enhance the collaboration at regional level between the training providers and beneficiaries, to increase the effectiveness and real impact of the training delivered, using the findings of the TNA conducted for this strategy outline (Ionita A. & Stanciu E., 2018).

There are several regional and national capacity building related programmes and initiatives (e.g. online learning programs as IUCN's PAPACCO series of MOOCs, the induction programme in Egypt, IUCN's and RAC/SPA's training modules), as well as resources (e.g. organizations that are providing capacity development events, assessments and strategic guidelines – e.g. preliminary training needs identified in the National Biodiversity Strategy and Action Plan in Algeria) available. Their impact can be significantly increased through an efficient regional coordination.

Furthermore, regional level actions should be identified and implemented to increase capacity for cooperation in the region, with the aim to improve effectiveness of conservation targeting key regional values and addressing regional level threats. This could be planned through a regional CD strategy. The relevance of a regional capacity development strategy should be analyzed and, if considered useful, developed, using as a starting point this strategic outline.

R.5.2. Develop regional CD programmes and initiate and implement projects that help their

implementation

It is obvious that some of the PA and more generic biodiversity conservation topics are of importance and interest at the regional level. These should be clearly identified and agreed and joint CD efforts should be made by the North African countries. For these regional projects can be developed and coordinated efforts made to identify appropriate resources for implementation. Regional organizations can have a significant role in this approach.

R.5.3. Impact assessment of regional capacity development programmes / events

Impact assessment of regional capacity development programmes should be a key activity, complementing the national monitoring and evaluation systems recommended under R 3.3.

Furthermore, recommendations/guidelines for impact assessments, developed through regional cooperation might provide a framework that can guide the national systems for monitoring and evaluating the impact of capacity development programmes/events.

Some recommendations regarding the elements that should be considered for a regional guideline and/or impact assessment tool, are presented under R 3.3

4. Action plan outline 2018 – 2028

Strategic recommendations presented in Chapter III are further detailed in the table below, indicating some of the actions that should be planned and implemented to make significant progress towards a competence based approach in capacity building for the effective and efficient management of PAs in the region.

Table 3. Action plan outline 2018-2028

Actions	Priorities	Responsible entities and key partners
Strategic pillar 1: Enabling environment		
Objective: Improve / develop the context and conditions needed for developing an efficient, competence based capacity development framework and for the professionalization of PA management in the North Africa region.		
R.1.1. Develop national strategies in participatory processes to define the overall goal and key objectives of protected areas		
R.1.1.1. Build capacity and provide support for national level participatory planning processes for protected areas in the five North Africa Country	1	Regional organizations National authorities
R.1.1.2. Develop national protected area strategies in participatory processes	1	National authorities PA stakeholders in each country
R.1.2. Raise awareness on the importance of capacity development and develop a good understanding of the competence based approach throughout the PA management sector and with key stakeholders		
1.2.1. Organize information sessions on CD for decision makers	1	National authorities Regional organizations
1.2.2. Conduct training sessions on CD for relevant staff at the PA level (i.e. PA directors and Human Resource managers)	2	National authorities
R.1.3. Prepare the legal framework for the professionalization of PA management		
1.3.1. Identify the relevant legislation for registering occupations and occupational standards[25] at the national levels	3	Main PA authority
1.3.2. Conduct analysis on the need to register occupations for all staff levels, except unskilled laborers	3	Main PA authority
R.1.4. Secure financial resources for capacity development and their effective management		
1.4.1. Establish budget needs for CD annually, starting from the needs identified by each relevant institute and make formal requests for allocation from state budgets	1	PA management entities, national authorities
1.4.2. Initiate specific projects for CD programmes and incorporate CD in PA and biodiversity conservation related projects	1	PA management entities, national authorities, NGOs
R.1.5. Provide opportunities to develop language skills that help the CD actions		
1.5.1. Identify resources and develop programmes to promote English learning programmes	3	PA management entities, national authorities, NGOs

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25. Each country has a system for registering officially occupations and establishing the minimum standards for competences needed for performing the occupation. Registering PA management related occupations is in its infancy across the World. Some countries have registered the ranger occupations and established occupational standards for it. In Romania the Protected Area Specialist occupation was registered, with standards that indicate the minimum competences needed for a person to work in a protected area. The occupational standards become, usually, the main guidance document for the formal and vocational education related to the occupation (e.g. Universities that are preparing physicians have to consider the occupational standards registered/approved at the national level).

1.5.2. Develop partnerships for English language programmes (e.g. Peace Corps - for volunteers) and initiate joint programmes with schools for the benefit of pupils and PA staff.	3	PA management entities, national authorities, NGOs
Strategic pillar 2: Planning for capacity development and professionalization **Objective: Develop the framework for an integrated and coordinated capacity development and professionalization for the management of PAs**		
R 2.1. Integrate capacity development in the overall PA management framework		
2.1.1. Improve the management planning process by adopting a participative and adaptive management planning system in each country and develop staff capacity to conduct these complex processes that should result in well-designed PA Management Plans, guiding the activity of PA teams and stakeholders. Include specific requirements for assessing needs for staff numbers and structures in the PA management planning process. Train relevant staff to lead the participative and adaptive management planning processes that are defining clearly staff numbers and structures needed for the implementation.	1	PA authorities at the national level PA management entities
2.1.2. Integrate PA specific human resource management capacities in the PA management system at all levels (national, regional, local) - see R 3.2.	1	Entities with PA management responsibilities
R 2.2. Gain a clear understanding of the real capacity development needs of the PA management staff in each country		
2.2.1. Conduct thorough capacity development needs assessments in each country	1	National authorities
2.2.2. Analyse regional needs to identify topics of regional interest, using the national results of the capacity development needs assessment	1	National authorities, NGOs
R 2.3. Develop the framework for coordinated approaches to capacity development at the and regional national level		
2.3.1. Develop Capacity Development Plans for each country based on the thorough capacity development needs assessment (see R 2.2.) and in a participatory process, i.e. including all relevant stakeholders	2	National PA authorities
2.3.2. Develop a regional CD strategy with the aim to maximize the efficient use of regional experiences and resources for PA capacity development and professionalization, based on the assessments conducted in each country and on the national plans.	2	Regional conservation actors National PA authorities
Strategic pillar 3: Institutional capacity **Objective: Establish key institutional / organizational policies, procedures and requirements for PA management entities with the aim to provide a working environment that encourages PA employees to improve their professional capacity and to support them in valorising the newly gained or improved competences in their every-day work.**		
R 3.1. Ensure appropriate staff numbers and structures		
3.1.1. Develop methodology and conduct assessments of staff needs and organizational structures for effective and efficient management of PAs (correlate with R 2.1.2)	1	National authorities
3.1.2. Start advocacy activities to have decision makers approve and allocate resources needed to implement recommendations on staff numbers and structures	1	National authorities, NGOs
R.3.2. Develop the institutional framework for the competence based approach		
3.2.1. Secure capacity at the national level to coordinate capacity development efforts throughout the PA system (e.g. by appointing HR staff at the national level and/or by developing their capacity to initiate/coordinate institutional capacity development and integrated, effective capacity development programmes, with the involvement of all responsible national authorities)	1	PA authorities at the national level

3.2.2. Develop national level requirements/recommendations for competence based human resource management (e.g. for hiring policies, professional advancement / career development systems)	1	PA authorities at the national level
3.2.3. Develop human resource management capacities at the local and PA level	1	Local branches / offices of national authorities and PA management entities
3.2.4. Develop/adapt job descriptions based on the competence approach promoted through The Global Register of Competencies for PAs (Appleton M.R, 2016)	1	PA management entities
3.2.5. Implement professional advancement systems based on the competence approach	2	PA management entities
3.2.6. Include planning for personal development in the staff performance evaluation system (identification of personal needs and desires, opportunities)	2	PA management related entities
R.3.3. Monitor and evaluate capacity development programmes / events		
3.3.1. Develop and regularly update structured databases integrated at the national level, on the existing human resources (staff numbers, existing competences)	1	National authorities PA management entities
3.3.2. Develop a tracking system on the staff participation in capacity development events, including information concerning the budgets and expenditures	1	National authorities PA management entities
3.3.3. Include in the staff performance evaluation process indicators related to competence development	2	National authorities PA management entities
3.3.4. Analyse periodically the information collected through the actions developed as recommended above (3.3.1., 3.3.2. and 3.3.3.) and coordinate with training providers to improve the quality of CD events	1	National authorities
3.3.5. Develop and implement feedback and impact assessment methods for the CD events	1	CD providers
Strategic pillar 4: Individual capacity development **Objective: Provide national and regional capacity building opportunities for PA staff for the efficient management of PAs in North Africa.**		
R 4.1. Optimise existing opportunities for learning and maximise the impact of the current capacity development efforts		
4.1.1. Adapt the contents of the trainings to the real needs and diversify the training topics in line with the complexity of PA management	1	Training providers National authorities
4.1.2. Combine different modes of learning in the capacity development programmes/events to maximize their effectiveness and efficiency	1	Training providers National authorities
4.1.3. Provide opportunities / plan for experience exchanges between PAs and with other relevant entities at the national and regional level through various events, including staff exchanges and study tours	3	Training providers National authorities
4.1.4. Analyse needs and plan for capacity development for key stakeholders for active contribution/involvement in PA management	3	Local and national NGOs PA management entities National authorities
R 4.2. Improve accessibility to capacity building events		
4.2.1. Encourage / motivate staff to participate at CD events - see other relevant actions, e.g. R 4.1., R 3.2.5. R 4.2.2.	1	National authorities PA management entities
4.2.2. Develop partnerships with training providers with the aim to secure CD programmes adapted to the priority needs identified for each staff level	2	National authorities PA management entities
R 4.3. Improve internal capacities for providing CD programmes / events		

4.3.1. Analyse possibilities to adapt existing formal curricula of education entities at various levels to the needs of PA management	3	National authorities
4.3.2. Develop partnerships with research and education entities for adapting their training programmes or developing new ones relevant for PA staff	3	National authorities
4.3.3. Identify relevant experts from research and education entities for involvement of their personnel in the CD programmes dedicated to PA staff	2	National authorities
4.3.4. Develop internal capacity development programmes by encouraging experienced staff to contribute to capacity development within the PA system and by providing opportunities for train the trainers programmes	1	National authorities PA management entities
Strategic pillar 5: Regional level coordination and support **Objective: Maximise the impact of regional level capacity development projects/actions through cooperation between relevant actors and by coordinating and integrating the support offered by donors / training providers.**		
R 5.1. Improve the coordination and enhance the collaboration at regional level		
R 5.1.1. Coordinate activities of regional actors for the implementation of the strategic recommendations presented in this document	1	National authorities Regional entities
R5.1.2. Identify initiatives and programmes of regional relevance, adapt and extend them to other countries in the region	2	National authorities Regional entities
R 5.2. Develop regional CD programmes and initiate and implement projects that help their implementation		
R 5.2.1. Identify interested providers and develop CD programmes for the priority topics identified in the regional TNA	2	National authorities Regional entities
R 5.2.2. Identify strategic partners and develop joint project proposals to implement the competence based CD approach	1	National authorities Regional entities
R.5.3. Impact assessment of regional capacity development programmes / events		
R.5.3.1. Develop a regional tool to monitor the impact of regional capacity development programmes / events	3	Regional entities
R.5.3.2. Develop guidelines / recommendations for efficient national capacity development monitoring and evaluation systems		

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Annexes

4.1. Annex 1

COMPETENCE CATEGORIES

The table below presents the competence categories as identified in the Competence Register (Appleton M.R., 2016). Each Category has a three-letter code, a title and a brief description. The codes are used in the graphic representations of TNA's results.

COMPETENCE CATEGORIES USED IN THE QUESTIONNAIRE[26]

Category Code	Category Title	Category Description
PPP	Protected area policy, planning and projects	Providing a strategic and rationally planned framework for PA governance and management.
ORG	Organisational leadership and development	Establishing and sustaining well governed, managed and led organizations for PA management.
HRM	Human resource management	Establishing an adequate, competent, well managed and supported work force for PAs.
FRM	Financial and operational resource management	Ensuring that the PAs are adequately financed and resourced and that resources are effectively and efficiently deployed and used.
ADR	Administrative documentation and reporting	Establishing and implementing procedures for information management, documentation and reporting
CAC	Communication and collaboration	Building and using the skills required to communicate and collaborate effectively
BIO	Biodiversity conservation	Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use.
LAR	Upholding laws and regulations	Ensuring that laws, regulations, and rights affecting the PA are upheld.
COM	Local communities and cultures	Establishing systems of PA governance and management that address the needs and rights of local communities.
TRP	Tourism, recreation and public use	Providing environmentally and economically sustainable tourism and recreation in and around PAs.
AWA	Awareness and education	Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas their purpose and values and how they are governed and managed.
FLD	Field/water craft and site Maintenance	Conducting field work and site maintenance tasks correctly, safely and securely.
TEC	Technology	Using of technology to support protected area management
FPC	Foundation personal competences	Demonstrate fundamental personal skills and behaviours required for day-to-day PA work.
APC	Advanced Personal Competences	Demonstrate personal skills and behaviours required for effective performance and leadership.

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4.2. Annex 2

LIST OF RESPONDENTS TO THE TNA SURVEY

A1. Country	A2. Your Name and Position	Position	A3. The full Name of your PA / institution / organisation
Algerie	Dahel Ramdane	Director	Parc National de Chréa
Algerie	Moumani Mohammed	Director	Parc National de Tlemcen
Algerie	Bedouhene Wassila Lylia	Director	Parc National de Taza - Jijel
Algerie	Kabouya Ilham	Vice-Director of Protected Areas and Natural Habitats	Direction Générale des Forêts
Algerie	Saïd Abderrahmani	Director	Parc National de Belezma
Algerie	Youcef Meribai	Director	Parc National/ Réserve de Biosphère de Djurdjura
Algerie	Tayeb Kerris	Director	Parc National du Gouraya
Algerie	Dahel Ramdane		Parc National de Chrea
Algerie	Lahouari Djardini		Parc National de Theniet El Had
Egypt	Mohamed Hasan Aly Besar	Manager	Sallum marine protected area (MPA)
Egypt	Khaled Allam	Director of the Biodiversity Central Department	Biodiversity Central Department - Egyptian Environmental Affairs Agency - Ministry of Environment
Morocco	Brahim Ismaili	Director	Parc National de Tazekka
Morocco	Derrou Abderrahim		Parc National d'Ifrane
Morocco	Mohammed El Bekkay	Director	Parc National de Souss Massa
Morocco	Jabran Mohamed	Director	Parc National d'Al Hoceima
Morocco	Asahli Douaou	Interim director	Parc National de Talassemtane
Morocco	Ettalbi Ali	Director	Parc National de Khenifiss
Tunisia	Guidara Hela	Sous directrice de la Chasse , les Parcs Nationaux , les réserves naturelles et les zones humides	Direction Générale des Forêts
Tunisia	Seddik Mohamed Néjib	Director	Commissariat Régional au Développement Agricole de Nabeul
Tunisia	El Amri Haithem	Chef arrondissememnt des forets de Siliana	Parc National de Jbel Esserj
Tunisia	Askri Zied	Ingénieur en chef; chef de l'arrondissement des forêts de Beja	Parc National Djebel Chitana - cap negro et réserve naturelle de Djebel Khroufa
Tunisia	Rfigui Houcine	Ingénieur principal forestier conservateur	Parc National de Djebel Zaghouan
Tunisia	Mahdhi Sassi	Chef arrondissement des forets Tataouine	Réserve Naturelle Oued Dekouk Tataouine
Tunisia	Dabbebi Mohammad		Parc National de Dghoumes
Tunisia	Nabiha Ben M'Barek	Sous directeur (Direction des Écosystèmes Naturels)	Parc National de l'Ichkeul
Tunisia	Askri Zied	Ingénieur en chef; chef de l'arrondissement des forêts de Beja	Parc National Djebel Chitana - cap negro et réserve naturelle de Djebel khroufa
Tunisia	Rfigui Houcine	Ingénieur principal forestier conservateur	Parc National de Djebel Zaghouan

Country	Name	Organization/Institution	Position
Egypt	Dr. Khaled Allam Harhach	Egyptian Environment Affairs Agency, Nature Conservation Sector	Director, Biodiversity Central Department
Libya	Mohamed Sherif	Environment General Authority	Head of plan conservation section
	Almokhtar SAIED		Head of Marine and wildlife section
	El Makee Ayad El Ageel		Director, nature conservation
Algeria	Ilham Loucif (Ms)	General Forest Department	Deputy Director Protected Areas
Morocco	Zouhair Amhaouch	Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification	Chef de la Division des Parcs et Réserves Naturelles
Regional	Marcos Valderrabano	IUCN-Med	Ecosystem Programme Officer
	Carla Danelutti		Project manager
	Marie-Aude Sévin		Marine Programme Manager
	Catherine Numa		Species Programme
	Violeta Barrios		Species Programme
	Geoffroy Mauvais	IUCN - Program on African PAs and Conservation	CD
	James MacGregor	ECOPLANET	freelance consultant

4.3. Annex 3

Name	Organisation	Country
Nassima Boudefoua	Ministère de l'Environnement et des Énergies Renouvelables	Algeria
Lahouari Djardini	Direction Générale des Forêts	Algeria
Zerhouni Abdoulatif	Direction Générale des Forêts	Algeria
Ahmed Abdel Hakeem	Ministry of Environment - Nature Conservation Sector	Egypt
Imen Meliane	IUCN World Commission on Protected Areas	United Arab Emirates
Maher Mahjoub	IUCN Centre for Mediterranean Cooperation	Spain
Gonzalo González	Regional government of Andalusia	Spain
Awatef Abiadh	Critical Ecosystem Partnership Fund - Regional Implementation Team	France
El Maki Elagil	Environment General Authority -Nature Conservation Department	Libya
Almokhtar Saied	Environment General Authority -Nature Conservation Department	Libya
Samira Bouziane	Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification	Morocco
Sabah Tahari	Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification	Morocco
Rachid Aboulouafae	Haut Commissariat aux Eaux et Forêts et à la Lutte Contre la Désertification	Morocco
Alina Ionita	Bureau d'études Propark	Romania C18
Erika Stanciu	Bureau d'études Propark	Romania
Claudia Feltrup Azafzaf	Association "Les Amis des Oiseaux"	Tunisia
Hela Guidara	Direction Générale des Forêts	Tunisia
Hatem Ben Belgacem	Direction Générale de l'Environnement et de la Qualité de la Vie	Tunisia
Abdelhakim Issaoui	Direction Générale de l'Environnement et de la Qualité de la Vie	Tunisia
Mohamed Ali Dridi	Direction Générale de l'Environnement et de la Qualité de la Vie	Tunisia
Sami Dhouib	WWF North Africa	Tunisia
Saba Guellouz	Agence de Protection et d'Aménagement du Littoral	Tunisia