



Capacity Development for Protected and Other Conserved Areas in the Pacific Islands Region

Strategy and Action Framework 2015–2020

Prepared with the contributions and support of partners and stakeholders





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for Nature Conservation

About PIRT

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<https://www.sprep.org/pirt>

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Ravilevu Nature Reserve, Taveuni, Fiji, by Stuart Chape

Foreword

The Aichi Biodiversity Targets set the benchmarks for successfully establishing and effectively managing protected and other conserved areas. Achieving these targets relies on resolving many things, including one significant issue – the need to improve capacity.

We've seen some modest gains and some outstanding success stories in improved capacity for managing protected and other conserved areas in Pacific Island countries and territories. However, there still remain significant weaknesses at the systemic, institutional, and individual levels. To move on, there is a need to recognise what hasn't worked so well. Then we need to reinforce what has been proven to work and to realign capacity development around a targeted set of actions that are pertinent for the next five years – actions that will strengthen the network of people working in this field in the region and that have positive impacts on the ground and in our case also the oceans.

Effort needs to focus on three main groups – conservation and environmental management institutions and personnel; land and sea stewards; and a range of important partners, particularly leaders and younger career people. These groups need to be better supported and equipped with the specialised skills and understanding to balance the conservation, socio-economic and cultural needs, and management objectives of multi-stakeholder interests and achieve results at community, provincial, national, and regional levels.

This *Capacity Development for Protected and Other Conserved Areas in the Pacific Islands Region: Strategy and Action Framework 2015–2020* is an important tool for promoting action. It highlights the importance of culturally-responsive capacity development, with Pacific Islanders defining the most appropriate approaches to be used. This requires partnerships, programs, and processes that work closely with existing contexts and conditions, understand and reflect values and cultures, and help build on existing knowledge and the great strength of the region – community-based management.

That is the purpose of this framework. Its approaches echo what Pacific Islanders have said about what works best for them in their circumstances. It is also grounded by the combined lessons and open reflections passed on by many practitioners on how to strengthen capacity in the region for planning and managing protected and other conserved areas. In addition to formal, curriculum-based learning, there is also recognition of how a number of communities and organisations use other mechanisms, such as peer networks and information exchange, practical learning, short tailored training courses, and mentoring. While the principles and actions identified in this framework may not seem altogether new or ground-breaking, they do reflect a more current analysis, provide a reaffirming checklist, and will serve as a stimulus for refreshed region-wide action by partners and participants.

Importantly, the Protected Areas Working Group of the Pacific Islands Roundtable for Nature Conservation has supported the formulation of this framework and will have a prominent role in ensuring that recommended approaches are promoted and that actions are implemented. It will be a guide for the investments and efforts of national governments, national and regional institutions and organisations, and community, in planning and implementing capacity development activities aimed at improved management of protected and other conserved areas, particularly in the next five years.

Taholo Kami

Chair, Pacific Islands Roundtable for Nature Conservation

Acknowledgements

The BIOPAMA Programme (www.biopama.org) is aimed at improving the long-term conservation of biodiversity in Africa, the Caribbean, and Pacific (ACP countries) by promoting the use of the best available science and knowledge and building capacity to strengthen policy and decision-making on biodiversity conservation and protected areas management (terrestrial and marine). The Protected Areas component of BIOPAMA is implemented jointly by IUCN (International Union for Conservation of Nature) and EC-JRC (European Commission Joint Research Centre) and is an initiative of the ACP Group of States funded by the European Union under the 10th European Development Fund. BIOPAMA is also able to engage with overseas territories in the Pacific (non-ACP countries) in the interests of supporting a holistic approach to regional initiatives.

This initiative was initiated and facilitated by the Pacific BIOPAMA Programme. The main elements contributing to the process of developing this Strategy and Action Framework are shown in Annex 1.

The BIOPAMA Programme acknowledges with deep gratitude the support and encouragement received from the many people who have openly shared their knowledge, experience, insights, and suggestions during the consultations undertaken in the development of this Strategy and Action Framework. Their candour has greatly assisted in building regional understanding of capacity development efforts in the Pacific Islands region regarding biodiversity and protected and other conserved areas management, and how best to progress in the next five years. Many of these people have been at the forefront of the efforts to improve biodiversity and protected and other conserved areas outcomes, and their dedication and commitment have been and remain critical to the achievement of successful delivery of capacity development initiatives in the region. Members of the Protected Areas Working Group of the Pacific Islands Roundtable for Nature Conservation have also been instrumental in guiding the content of this strategy.

Dr Lea M Scherl, Adjunct Associate Professor, College of Marine and Environmental Sciences, James Cook University, and Tony O’Keeffe, BIOPAMA Coordinator, IUCN Oceania Regional Office, are particularly acknowledged for their work in facilitating this strategy, along with the valuable contributions provided by Peter Thomas from TierraMar Consulting Pty Ltd. Recognition is also given to the globally-oriented *Strategic Framework for Capacity Development in Protected Areas and Other Conserved Territories 2015–2025* developed by the IUCN WCPA, and the role that this landmark document has played in guiding aspects of this Strategy and Action Framework for regional capacity development. The development of this Strategy and Action Framework has been initiated and funded by the BIOPAMA Programme, in partnership with other organisations and programs, and particularly those that are contributing members of the Protected Areas Working Group of the Pacific Islands Round Table for Nature Conservation.

1. Introduction

1.1 Protected and other conserved areas

Land, coastal, and marine protected and other conserved areas throughout the Pacific have many different local names and exist under an array of governance arrangements, management categories, and practices. They make a significant contribution to the maintenance of natural assets and livelihoods.

For the purposes of this strategy, the IUCN definition of the term **protected area** is used, i.e. ‘... a clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means to achieve the long-term conservation of nature with associated ecosystem services and cultural values’. (Dudley, 2008)

The term **other conserved areas** draws from a number of relevant sources and describes places where the following defining characteristics occur: a community, customary institution, non-government organisation, private entity or individual is: (a) closely connected to a well-defined area or species; (b) the major stakeholder in decision-making (governance) and implementation regarding the management of the area or species; and (c) responsible for management decisions and efforts that contribute to the conservation of the area, species or cultural values. (ICCA Consortium, 2015)

It is well acknowledged that the conventional definitions applying to protected areas and other conserved areas do not always have a comfortable fit with situations in the region, and that these terms may even have negative overtones for Pacific Islanders, due to the implication of restrictions on activities and no perceived benefits. While it is beneficial that a more regionally-suitable descriptive typology is developed and recognised at national and international levels, the matter of more fundamental attention is that the effectiveness and sustainability of all forms of area-based resource management is improved.

Against a backdrop of low available resources and capacities, and the number of people living traditionally-oriented lives that are dependent on natural resources, most Pacific countries and territories are challenged in developing comprehensively planned, designated, and effectively managed networks of protected areas, at least by conventionally defined standards. A predominance of strictly formal protected area networks (large marine areas being an exception) may not fully emerge as a dominant system, due to the overwhelming proportion of land throughout the Pacific (and ‘land’ often includes foreshore and inshore waters), which is subject to customary tenure systems, laws, and governance.

In effect, Pacific peoples have been practising protected area and biodiversity management for thousands of years through traditional practices of harvesting limits, allocation and customary ownership of land and fishing rights, and the protection of ecologically and culturally significant sites.

While the specific biodiversity conservation outcomes from these practices is not always well documented, there is no doubt that natural resource management systems have been applied at a fundamental level across the region, according to community needs and with the aspiration of sustaining these resources.

In recent years, areas that reinforce and support traditional community and clan-based ownership and management of habitats and resources (i.e. community-based resource management such as Locally Managed Marine Areas) have flourished in the Pacific. Notably, although some inland terrestrial areas have progressed well in terms of conservation management, they have generally not received the same attention and support as coastal areas.

The maintenance of land and sea areas, including semi-natural ecosystems, tended by community stewardship to support both people and nature may not always be officially recognised or labelled as protected area systems, yet they may be making a useful contribution to biodiversity conservation. Often the establishment of such areas is facilitated through participatory and partnership co-management between communities, state, NGOs, private sector, and individuals. They are increasingly recognised by governments as important components in national efforts to sustainably manage and protect natural resources and biodiversity.

This form of conserving and managing land and coastal resources will continue to be a dominant governance model for the enhancement of protected area networks in the region.

Community-based initiatives are locally very important and socially and economically beneficial. However, in addition to local efforts, the protection of biodiversity often requires conservation to be undertaken at significant scales, covering a range of ecosystems, habitats, land uses, and social settings. This requires strong government policy, legislative commitment, and management capacity and resources. These broader systems comprise of areas such as forest reserves, water catchments, rural land uses, and no-development zones in higher elevations. Most Pacific countries and territories have created institutions within government, with modest staffing, which have formal and legal responsibilities and duties for planning and managing protected areas, as well as other natural resources.

Marine protection regimes within Exclusive Economic Zones are an option that a number of Pacific countries and territories are now pursuing strongly, as governments have more direct influence in how these large ocean areas can be designated and managed. Thus, the Pacific has seen the recent phenomenon of mega-protected areas. Huge marine conservation areas spanning immense areas of ocean have been or are to be established by the governments of Kiribati, the Cook Islands, Palau, New Caledonia, and other Pacific countries. The US territories, New Zealand, and Australia have also committed to significant area targets.

Other areas such as the Great Sea Reef of Fiji, and Kimbe Bay in Papua New Guinea, are the subject of sophisticated protected area network planning to ensure conservation area establishment efforts are optimised to protect biodiversity. Integrated 'ridge to reef' and whole island planning and land/coastal management approaches incorporating protected areas are also being adopted at provincial and national level in many countries. Previously, protected areas were seen simply as a tool for nature conservation and the protection of biodiversity for its intrinsic value. Their importance in sustaining ecosystem services, sustainable food sources, and other wellbeing benefits that are critical to supporting people in the island environments of the Pacific are now widely recognised.

1.2 Capacity development context

International level

The Programme of Work on Protected Areas (PoWPA) of the UN Convention on Biological Diversity (CBD) (agreed by its parties in 2004) provides a broader guiding international framework for actions to strengthen protected areas planning and management.

Of particular relevance here is the **PoWPA Goal 3.2**: ‘To build capacity for the planning, establishment and management of protected areas,’ which had an initial target to implement comprehensive capacity building programs and to develop knowledge and skills at individual, community, and institutional levels, and raise professional standards by 2010.

International studies and assessments of **capacity development** and **capacity building** show a universal understanding of the concepts, which (with emphasis added) can be defined as:

‘Capacity development

The **process** by which individuals, groups and organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge.’ (Global Water Partnership, 2012)

‘Capacity building

The **actions** needed to enhance the ability of individuals, institutions and systems to make and implement decisions and perform functions in an effective, efficient and sustainable manner.’ (Global Water Partnership, 2012)

In further advancing these PoWPA targets and contributing to Goal 3.2 above, IUCN and the World Commission on Protected Areas (WCPA) jointly developed a **Strategic Framework for Capacity Development (SFCD) in Protected Areas and Other Conserved Territories 2015–2025** (see <http://cmsdata.iucn.org/downloads/sfcd_final_july_2015.pdf>). This IUCN strategy is also aligned with the general IUCN business plan and *The IUCN Programme 2013–2016*, where one priority relates to: ‘Enhance the capacity to effectively manage protected area systems to conserve biodiversity’.

The SFCD mentioned above draws from a widespread program of workshops, discussions, and consultations conducted by the IUCN WCPA between 2013 and 2015, including the World Parks Congress (WPC) in Sydney, Australia in November 2014. It identifies major capacity development issues that need to be addressed over a ten-year period, and recommends pathways, goals, and objectives for future action.

The overall **aim of the SFCD** is:

‘Individuals, organisations, and wider society have the capacities that will enable and support the transformational change required to mainstream protected areas into the broader societal goals, firmly positioning them as essential tools for achieving conservation and development objectives.’

The SFCD emphasises that capacity development needs to function at three integrated levels (see Table 1) to ensure that institutions and individuals are capable of delivering what is needed, and this is reinforced by the conclusions of regional assessments.

Table 1. Levels of capacity development

Individual	Organisational	Societal
Enabling people to develop and use the competences required to do their jobs well builds individual capacity .	Establishing and sustaining entities of all types that take responsibility for protected areas and the people who work for their future builds organisational capacity .	Creating an ‘enabling environment’ that politically, economically, and culturally recognises the values of protected areas and enables them to thrive, builds societal capacity .

The global framework of the SFCD is relevant to the Pacific context, and key recommendations that were developed for the Promise of Sydney (WPC, 2014) are summarised in Table 2 below.

Table 2. Summary of recommendations for capacity development from the Promise of Sydney, World Parks Congress, November 2014

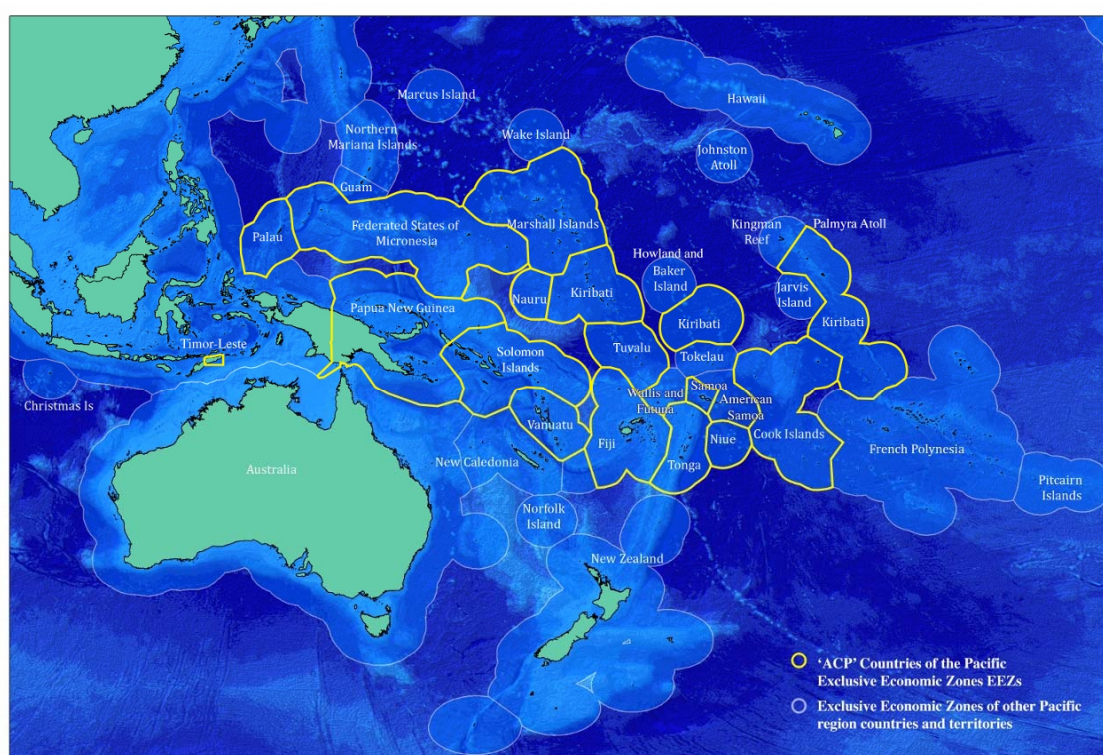
<ul style="list-style-type: none"> • Mainstream protected areas into national dialogue and societal goals, firmly positioning them as an essential tool for conservation and broader development objectives.
<ul style="list-style-type: none"> • Capacity development should be planned, implemented, and evaluated at individual, organisational, and societal levels.
<ul style="list-style-type: none"> • Advance new partnerships and strong commitments for implementation. This will involve: <ul style="list-style-type: none"> ▪ Working with the donor community to establish strategies for project design and funding that fosters long-term, locally owned, and sustainable forms of capacity development. ▪ Reaching out to other sectors to exchange experience and know-how in capacity development. ▪ Ensuring wide availability of cumulative experience, outputs, and outcomes from capacity development activities.
<ul style="list-style-type: none"> • Initiate programs that address the intangible aspects of capacity, such as wider social acceptance of conservation and protected areas, political will, institutional cultures, relationship building, and cultural factors that support protection and sustainable management, and personal motivation and willingness to support protected areas.
<ul style="list-style-type: none"> • Encourage and enable local ownership and direction of capacity development, based on comprehensive participatory needs assessments.
<ul style="list-style-type: none"> • Strengthen capacities of protected area organisations of all types to recruit, engage, develop, and support people in ways that will maintain, improve, and sustain commitment and performance.
<ul style="list-style-type: none"> • Promote and support an accessible diversity of suitable learning approaches, techniques, tools, materials, and support mechanisms (reaching far beyond training) to support long-term capacity development for individuals and organisations across all protected area categories and governance types.
<ul style="list-style-type: none"> • Ensure that capacity development initiatives address the needs of the full and diverse range of protected area managers, managing entities, categories, management models, and governance systems. In particular: <ul style="list-style-type: none"> ▪ Identify and meet specific capacities and capacity development needs of indigenous and local community stewards. ▪ Address the needs of co-managers of multifunctional protected areas and other partners new to protected area management.

- Build the capacities of other sectors to integrate protected areas into their plans and activities (i.e. spatial planning, forestry, agriculture, water management, law, and disaster management).
- Ensure that capacity development is **measured and assessed** by accepted standards in terms of input, reaction, learning, behaviour change, and impact.

Regional level

All Pacific ACP countries and overseas territories have commitments under the Convention on Biological Diversity, and have adopted the Aichi Biodiversity Targets for conserving biodiversity and establishing and effectively managing terrestrial and marine protected areas. They also happen to be guardians of important ecosystems at small and large scales, yet they have limited human and financial resources. A continuing challenge is posed in achieving nature conservation goals in the context of other pressing local, national, and regional development priorities.

Figure 1. Pacific Island countries and territories



Consequently, countries and territories and their organisations and people face obstacles (some more substantially than others) in building the required capacities, skill sets, and enabling conditions to effectively respond to the regionally distinct, highly nuanced, and evolving challenges that influence the conservation of protected and other conserved areas and in meeting their various multilateral environment agreement targets. On a regional basis, progress in converting investment in capacity to improved performance of protected and other conserved areas has been impeded for a number of reasons. The principal issues and challenges are outlined in Table 3.

Regional capacity needs assessments point to the fundamental need for strengthened capacity across the region, if the full potential is to be realised for protected and other conserved areas to contribute to sustainable livelihoods, biodiversity, ecosystem protection, and community resilience in the face of global warming. While there are a number of beneficial capacity development initiatives in operation or planned, there is clearly a need to adjust some of the current approaches and to more strongly support, expand, and refine those that are yielding success.

The *Pacific Islands Roundtable Framework for Nature Conservation and Protected Areas in the Pacific Islands Region 2014–2020* includes a **Code of Conduct Principle for Capacity Development** that is founded on commitments by international, national, and community partners. Regional capacity development programs aligned with these approaches should be encouraged and supported.

These include:

- Strengthening understanding, support, competencies, and project management skills of leaders, politicians, government agencies, and officials.
- Increasing the cadre of skilled and qualified people.
- Recognising the pivotal role of faith-based organisations in environmental stewardship.
- Systematic mentoring and expert networks.
- Capturing, sharing, and using lessons learnt.
- Private sector partnerships.
- Improved national institutional structures.
- Nationally and locally led initiatives.

Table 3. Common regional issues

Societal	
Ecosystem values	<ul style="list-style-type: none"> • The role that protected and other conserved areas play in water and food supply, climate change mitigation and adaptation, and in contributing to community resilience towards natural disasters are important reasons to better recognise the need for strong capacity in managing natural resources.
Triple bottom line thinking	<ul style="list-style-type: none"> • Emerging and developing countries need to address many significant challenges and competing priorities. Sound management of protected and other conserved areas is fundamental to sustainable development and for meeting national environmental commitments. • However, political interest and will, as well as wide civil society support, may not always be focused on these issues when other basic development imperatives are competing for available resources. • All sectors, including the environment sector, need to work inclusively with the other sectors, and with balanced agendas rather than in isolation.
National development	<ul style="list-style-type: none"> • For capacity development to receive the attention it requires, recognition of the value provided by protected and other conserved areas needs to be formally embedded within national development frameworks.

Organisational	
Limited resources	<ul style="list-style-type: none"> • Most management organisations have limited human and financial resources and lack the integrated frameworks of systems, norms, and standards that would enable them to be both efficient and effective in managing protected areas and supporting other conserved areas. • Along with limited tools to cope and adapt to changing circumstances, to play a leading role in policy and decision-making processes, and to develop and learn themselves as institutions, they also lack the means to successfully build the capacity of their personnel.
Leadership	<ul style="list-style-type: none"> • Some with positions in authority may not have benefited from leadership and human resource training to provide the essential skills for supporting work teams to have satisfying and flourishing roles, and to perform effectively.
Partnering	<ul style="list-style-type: none"> • Managing protected and other conserved areas has widened to involve a diverse range of institutions, organisations, and people, and often requires elaborate partnering arrangements to undertake planning and management activity with efficiency and impact. • Within this increasingly branched and layered operating environment, inadequate collaboration and coordination within and between government and non-government sectors can occur, as well as lack of clarity about the respective jurisdictional and responsibility roles of agencies or groups. This can result in costly duplication of effort or, conversely, organisational inertia.
Top down or external support	<ul style="list-style-type: none"> • Most protected area projects that are assisted by donors, conservation programs, and development organisations include significant capacity development components and investments. • While initiatives generated and undertaken by outside entities can contribute positively, particularly through partnering arrangements, these efforts have been broadly characterised by being: <ul style="list-style-type: none"> ▪ Driven and managed largely by external bodies. ▪ Focused on one-off short-term project objectives. ▪ Relatively expensive and consume large percentages of available budgets (such as attendance at regional or international workshops, or using outside experts). ▪ Designed without close participation by those requiring the capacity development. ▪ Limited in any follow-through processes that help sustain skills acquired. • This results in: stop-start situations; weak or narrow outcomes; lack of local ownership and inclusion of important values, methods, processes, and messages that are distinct and vital to local groups; and rapid decline in the benefits of capacity development investments.
Business as usual	<ul style="list-style-type: none"> • Apart from a few innovative and successful models, the methods and tools used to develop individual capacity focus primarily on conventional short-term training or formal education courses delivered in workshops, training centres, and universities. • These approaches have a very important role to play; however, they need to be augmented and integrated with other appropriate, affordable, and sustainable techniques that cater for the full diversity of people now engaged in protected and other conserved area management, particularly in terms of access, knowledge, and culture.

Information exchange

- Useful information may not be shared, due to official restrictions, unwillingness, intellectual property rights, or lack of suitable mechanisms for distributing information, ideas, and stories.
- Limited communications infrastructure in many areas is also a major barrier to information exchange (no internet, poor download speed, expensive).

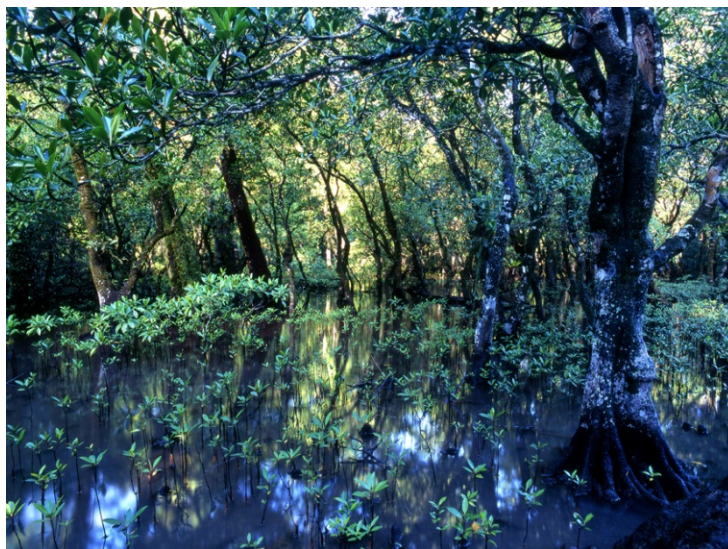
Individual

Personal development

- At the individual level, people involved in protected and other conserved areas are challenged by many obstacles to improving their capacity to do their jobs well and to thrive in and enjoy their roles. These obstacles include:
 - Poorly resourced organisations that limit the opportunity to undertake capacity development.
 - Difficulties learning about relevant capacity development opportunities.
 - Cost of conventional capacity development options.
 - Limited opportunities to upgrade and broaden skills and qualifications across the broad range of competences required (while remaining in paid job) might mean leaving workplace and family for a considerable time.
 - Reality gap between academic or vocational training and real-life workplace issues.
 - Relative level of ability to influence community decisions.
 - Peer support, mentoring and coaching, and other expertise that is critical to personal development and career progression, largely unavailable.
 - Remoteness and isolation limit opportunities to learn from and apply approaches that have been successful elsewhere.

Local wisdom

- There is a need to give more acknowledgement and support to those people who have deep knowledge about traditional practices, which are often the main driver for protecting and managing resources and places.
- These individuals need to be supported in their roles within the communities, and for their important skills gained without formal training. When people with traditional knowledge are included, along with the cadre of qualified practitioners, together they form a substantial group able to mobilise increased support for improved planning and management of protected and other conserved areas.



Matafaa Mangrove Conservation Area 2, Upolu, Samoa, by Stuart Chape

2. About the Strategy and Action Framework

2.1 Purpose

This Strategy and Action Framework is aimed at enhancing the ability of Pacific Island countries and territories to meet their commitments under the Convention on Biological Diversity's Programme of Work on Protected Areas and relevant Aichi Targets. It is intended to be **a guide** for national governments, national and regional institutions and organisations, as well as communities, on how to target and implement their planning and investment in capacity development activities that will best support them to establish and manage protected and other conserved areas.

The strategic approaches and actions recommended are founded on lessons learnt and experiences gained in the region, and globally. They represent an optimum set of regionally-responsive approaches and actions that provide guidance for supporting and strengthening regional capacity, and which can be driven and implemented across a range of committed organisations.

This will involve equipping conservation institutions and personnel, land and sea stewards, and those with influential roles, particularly leaders, with the specialised competences and understandings needed to achieve results at community, local, national, and regional levels over the long-term.

2.2 Implementation

Practical implementation of this Strategy and Action Framework will rely on the same **ingredients for success** that all initiatives in the region require. These include:

- Collective understanding, agreement, and commitment to the strategic approaches.
- Willingness for cooperative effort.
- Strategic use of funding investment.
- Coordination.
- Building on existing effective actions.
- Focusing on actions in the short-term that are less subject to major barriers.
- Sharing information.
- Taking time to build solid foundations.

Initially, the group with a lead role for this framework is the Protected Areas Working Group (PAWG) of the Pacific Islands Roundtable for Nature Conservation (PIRT).

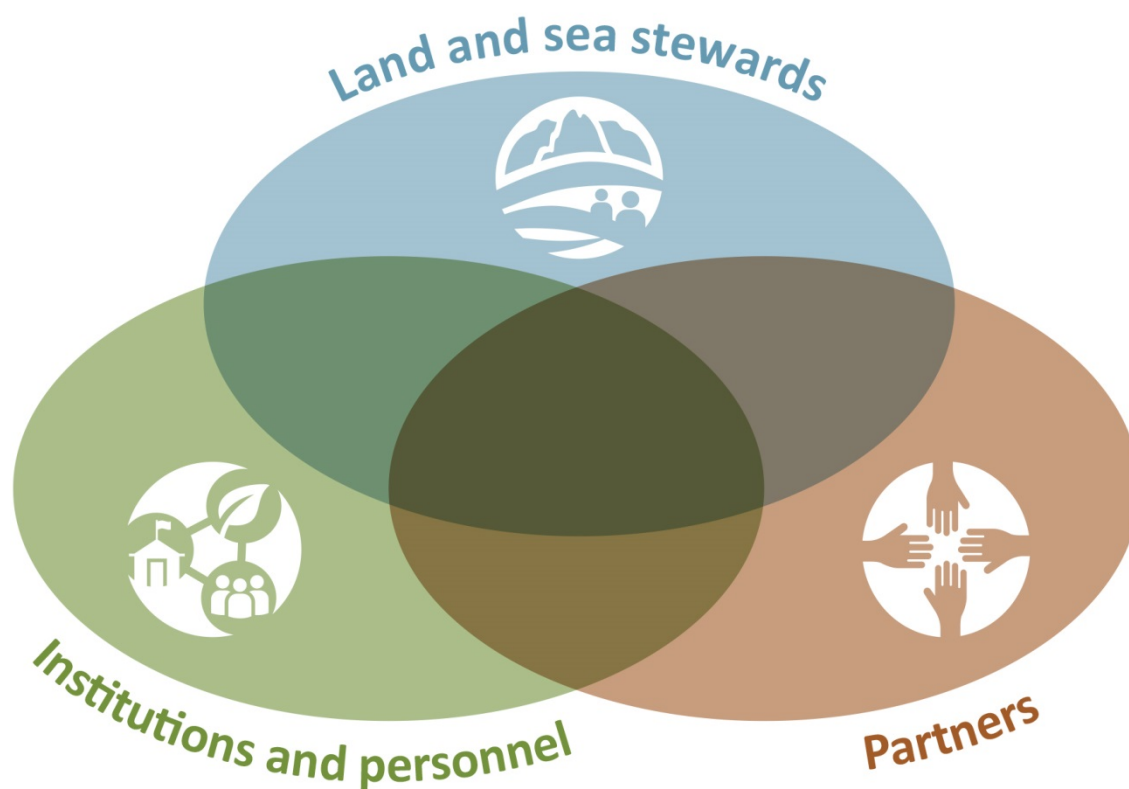
As a diverse group with reach into many programs and initiatives concerning protected and conserved areas throughout the region, they are well-positioned to take active responsibility. They will convene early in the life of the strategy to review the finalised approaches, agree on specific key actions areas, and flesh them out with more detailed planning. They will also build awareness of the approaches and actions with an extended set of partners and participants.

While this group provides a sound starting point, implementation is ultimately reliant on a wide range of partners, particularly those identified in Section 2.3 and Annex 2.

2.3 Participating groups

Capacity development involves many groups and groupings of participants and partners. These groups are not exclusive and often overlap and interact in the roles of decision-maker, implementer, recipient, and contributor (see Figure 2).

Figure 2. Main categories of people and organisations involved in capacity building



The term **practitioner** is also used in this Strategy and Action Framework to describe someone who is specifically and actively engaged in practices or occupations for protected or other conserved areas, with the skills they bring to their role in this field gained by formal learning, informal learning and experiences, or a combination of all. Many of the participating groups listed below will contain those who are practitioners.

Institutions and personnel

This group includes government and non-government organisations. It also includes individuals who have specific formal and/or legal roles in managing protected areas, or have significant duties that affect protected areas, and can also include those having management inputs associated with other conserved areas.



Institutions and personnel are:

- Central government bodies and their employees with specific formal and legal responsibilities and inputs for managing protected and other conserved areas, such as ministries with environment, conservation, sustainable development, and indigenous affairs portfolios.
- Central government bodies and their employees with formal and legal responsibilities associated with natural resource management. This is a wide-ranging group of ministries that could include planning and development, biosecurity, lands, water, waste, climate change, health, disaster management, resources, agriculture, infrastructure, transport, industry, commerce, and agriculture portfolios.
- Other appointed or elected authorities at national, provincial, divisional, or local levels.
- Advisory committees appointed by and to government.
- Focal points for international agreements.
- Entities and their personnel that own and/or manage protected or other conserved areas, such as non-government organisations, research and teaching institutions, private companies (e.g. tourism), and individuals.

Land and sea stewards

This group is composed of a wide range of indigenous peoples and local communities, and sometimes other organisations, who own, manage or co-manage, and/or maintain protected areas, other conserved areas, and other bio-cultural landscapes.



Land and sea stewards are:

- Local land and resource managers, including fishers, farmers, and users of natural resources practising traditional occupations reliant on sustainable use.
- Leaders and members of customary institutions governing, using, and conserving natural resources held in common by indigenous peoples and local communities.
- Resident indigenous peoples and communities that may be users of areas and resources in and around formally-established protected areas.
- Non-government organisations that specifically buy or acquire and manage land for conservation purposes.
- Faith-based and cultural associations whose constitutions and activities contribute to biodiversity outcomes.

Partners

This group comprises those organisations and individuals whose policies, decisions, attitudes, and activities are particularly instrumental and influential on capacity development and the management of protected and other conserved areas.



Partners are:

- Institutions and individuals that provide capacity development, including training centres, colleges, universities, human resource units in government ministries, private training companies, and mentors.
- Government entities with mandates and responsibilities that affect land, coasts, seas, natural resources, and development.
- Regional and national non-government environment organisations and programs, their membership and affiliates, and their personnel.
- Regional leadership and development forums.
- Regional nature conservation forums, such as the PIRT and its working groups including the PAWG.
- Donors, civil society organisations, technical assistance providers, scientists, and researchers with interests in conservation, protected areas, development, and natural resources.
- National and regional focal points for conservation agreements.
- Private sector entities whose activities affect protected and other conserved areas.
- Society at large.

Annex 2 provides a preliminary compilation of participating groups in capacity development in the region that were able to be identified during preparation of this framework.



Darua, Papua New Guinea, by unknown photographer

3. Strategy Framework

The Strategy Framework embedded within the Strategy and Action Framework 2015–2020 provides an overarching structure for capacity development in the region. It forms the platform from which the Action Framework has been developed (Section 5) and is time-bound for the next five years. It is proposed that it should be updated and refreshed at similar intervals.

3.1 Vision, aim, and objective

Overall vision

Protected and other conserved areas in the Pacific Islands region are effectively, efficiently, and equitably managed and governed using skills, knowledge, and best practices stemming from a diversity of traditions and cultures.

Overall aim

Individuals, organisations, and wider society have the capacities to enable and support the transformational change required to increase the extent and quality of protected and other conserved areas, and to mainstream them into broader societal goals, firmly positioning them as essential tools for achieving conservation and development objectives.

Five-year objective

Over a five-year period, strengthen, broaden, and foster collaboration for long-term and sustainable capacity development opportunities, programs, and products for protected and other conserved areas in the Pacific Islands region, providing a foundation that will assist more effective, efficient, just, and equitable management of all those areas.

3.2 Principles of capacity development in the Pacific

The Pacific region has been the focus for many years of a number of programs and initiatives aimed at strengthening capacity development for the planning and management of protected and other conserved areas. Some of these have identified lessons for the improvement of future programs and initiatives, and some have taken these lessons and incorporated them into their design.

A summary of good practice ideas that Pacific Islanders have said contribute to successful capacity development activities, and should be incorporated at tertiary, vocational, school, and community levels, is provided in Annex 3.

A summary of broader common principles and themes that emerge from practice, which should ideally guide all capacity development initiatives in the Pacific Islands region, are described as follows in Table 4:

Table 4. Common principles and themes

Audiences	
Institutions and programs	<ul style="list-style-type: none"> Support, strengthen, and improve existing institutions and programs that are demonstrating positive outcomes from capacity development.
Practitioners and participating groups	<ul style="list-style-type: none"> Strengthen the capacity of practitioners and participating groups already working in this field at all levels and for a variety of functions. For example, provide on-the-job capacity development for continuing personal and career development for those who already have work, roles, and responsibilities in conservation and environmental management.
Selected participants	<ul style="list-style-type: none"> Consider all types of audiences and decide on specific participants for particular programs (refer to Section 2 on participant groups).
All levels of Government	<ul style="list-style-type: none"> Government commitment and practical involvement is critical and requires aware and proactive leaders.
Management and governance entities	<ul style="list-style-type: none"> Continually improve understanding of specific regional and national capacity needs across the full and diverse range of managers, managing entities, management models, and governance systems for protected and other conserved areas. For example, use comprehensive participatory needs assessments, CBD processes such as PoWPA and National Biodiversity Strategy and Action Plan (NBSAP) reviews, and monitoring and evaluation activities.
Students	<ul style="list-style-type: none"> Strengthen environmental education for school students, with curricula tailored to local environments and the Pacific cultural context of stewardship and responsibility for the protection of nature.
Programs	
Local priorities	<ul style="list-style-type: none"> Must be founded on existing, locally-driven, evidence-based, capacity needs assessments and priorities, including human resource capacity gaps.
Effective vision	<ul style="list-style-type: none"> Have a vision for, and develop, holistic, flexible, and inclusive programs.
Participatory	<ul style="list-style-type: none"> Partnerships, programs, and processes for capacity development need to work in a participatory way with existing contexts and conditions, understand and reflect values and cultures, and build on existing knowledge and strengths.
Long-term benefits	<ul style="list-style-type: none"> Ensure that capacity development investments are designed to deliver long-term benefits.
Positive outcomes	<ul style="list-style-type: none"> Promote programs that show positive outcomes, to generate increased support for capacity development.
New paradigms	<ul style="list-style-type: none"> Integrate new paradigms and contemporary conservation management demands (e.g. climate change, ecosystem services, human dimensions); respond with adaptive and innovative capacity development programs.
Targeted practical learning	<ul style="list-style-type: none"> Promote practical and concise courses and modules that cover only as much in single events or activity sessions as participants, depending on their circumstances, can realistically undertake at one time.
Fit-for-purpose	<ul style="list-style-type: none"> Use proven techniques, tools, practice case studies, and resources already available and that are relevant to the Pacific Islands and specific audiences and contexts.

Structured learning	<ul style="list-style-type: none"> Acknowledge the contribution from short-term capacity development workshops and formal education courses delivered in training centres, universities, and technical colleges, and their role in steadily building the cadre of additional and future practitioners.
Flexible learning	<ul style="list-style-type: none"> Adopt flexible delivery choices that build progressive cross-credits and promote continuing accreditation systems for graduates, including opportunities for people to gain, as well as upgrade, and broaden their skills and qualifications (e.g. certificates, graduate certificates etc.)
Approaches	
Multi-dimensional	<ul style="list-style-type: none"> Capacity development should be created along all dimensions, including: <ul style="list-style-type: none"> Culturally informed and respectful. Cost-effective, well-prioritised, and thoughtfully targeted. Innovatively designed and implemented to suit regional values and needs. Tailored to different locations, durations, circumstances, audiences, topics, languages, and contexts.
Built on Pacific strengths	<ul style="list-style-type: none"> Build on Pacific strengths, including traditional knowledge, learning by doing, oral information exchange, and participatory decision-making.
Locally responsive	<ul style="list-style-type: none"> Listen to local communities and respond to cultures, values, and environment.
Vocational learning	<ul style="list-style-type: none"> Increase opportunities for vocational learning.
Adult learning principles	<ul style="list-style-type: none"> Use proven principles of adult learning, and those that may be more appropriate, affordable, and sustainable than 'conventional' methods, so that the full diversity of people engaged in protected and other conserved areas planning and management in the Pacific can be supported in terms of accessibility, language, and cultural approaches to teaching and learning.
Locally initiated	<ul style="list-style-type: none"> Reduce reliance on capacity development activities generated and undertaken by 'outside' entities, and embed it within local organisations and managers, so it can be owned by communities that have responsibilities for protected and other conserved areas.
Train the trainers	<ul style="list-style-type: none"> Emphasise train the trainers approaches, where possible, to strengthen the role of Pacific Islanders and local knowledge experts in delivering capacity development.
Peer learning networks	<ul style="list-style-type: none"> Facilitate periodic face-to-face contact between peer learning cohorts to enhance learning experiences and build the networks of informed practitioners in the region.
Free resources	<ul style="list-style-type: none"> Promote and use freely available e-learning resources, tools, and networks.
Learn by doing	<ul style="list-style-type: none"> Support real-life, on-the-ground, hands-on learning by doing, and learning from others and their practical experiences.
Monitor and evaluate to improve	<ul style="list-style-type: none"> Conduct thorough needs assessment, and monitoring and evaluation of capacity development programs throughout the region to enable continual improvement.

All of these principles are important within the context of capacity development in the Pacific – recognising that some would be more relevant than others, depending on the circumstances.

3.3 The Framework and its components

The overall Framework for capacity development in the Pacific Islands is depicted in Figure 3. It has six components, as discussed in this section. The specific actions for each component are detailed in Section 5.

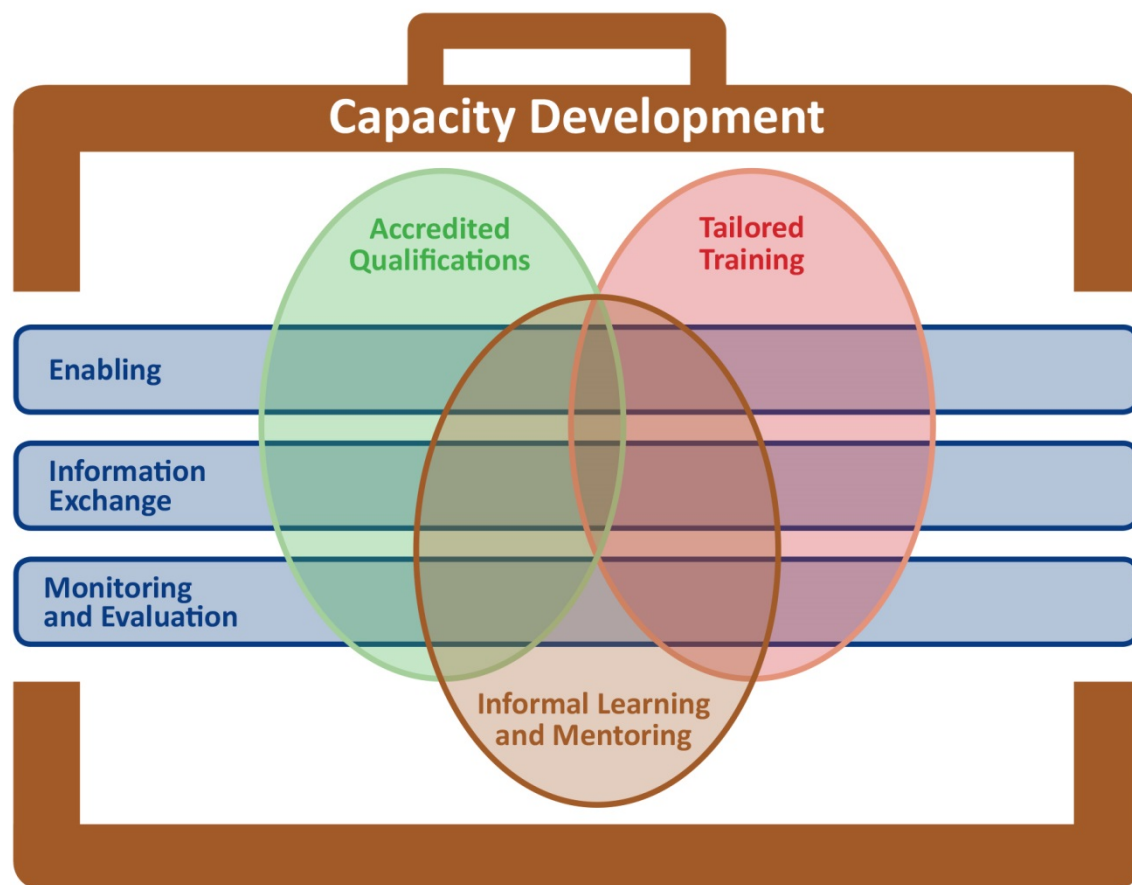
Three components describe the main types of capacity development:

- **Accredited qualifications**
- **Tailored training**
- **Informal learning and mentoring.**

Three additional components describe crosscutting themes that are essential to support any type of capacity development:

- **Enabling**
- **Information exchange**
- **Monitoring and evaluation.**

Figure 3. Framework for capacity development in the Pacific Islands



3.4 Component goals and objectives

Accredited qualifications

Goal: To build a strong, capable cadre of professional and technical personnel in the region to work as practitioners in the planning and management of protected and other conserved areas, through completion of accredited degrees and diplomas at tertiary education institutions and technical colleges.

Rationale: Working in the field of protected and other conserved areas as part of broader environmental management should be widely recognised in the region as a distinct occupation, requiring specific sets of knowledge and technical skills. Planners and managers, personnel, stewards, and custodians should be accorded higher standing for the qualifications, knowledge, skills, and experiences they bring to this important field of work and responsibility. Systems, tools, and standards should ultimately be in place that are tailored to the Pacific Islands region, to strengthen performance in protected and other conserved areas management by institutions and individuals.

A number of tertiary education institutions and technical colleges in the region offer individual courses that are relevant to the practice of planning and management of protected and other conserved areas. Their role is paramount in building the cadre of regional professionals and technical practitioners in this field. However, there is still a scarcity of accredited courses or degrees that have been specifically designed for people wanting to be professionals in this field. Clear pathways amongst the range of existing course offerings within tertiary institutions are also still not well-articulated or promoted for individuals wanting to work in planning and management of protected and other conserved areas (in the broader context of environmental management).

Tailored training

Goal: To widen knowledge and strengthen skills for professionals and technicians already working and/or being custodians in the field of planning and management of protected and other conserved areas, through capacity development programs and courses tailored to different circumstances.

Rationale: Special-purpose training, which is intensive and conducted during a short period of time, can be easier to plan and deliver. Such courses or programs can also have greater impact because educationally they can incorporate more specifically-tailored content and teaching approaches to different audiences in the Pacific. They can also often provide a better fit with the commitments of people's regular jobs.

The personal connections people make at tailored training programs are also important within the cultural context of the Pacific region. Relationships are formed during such programs and this has the added benefit of building confidence across the group, and afterwards allowing for a reference peer group. These tailored programs should include hands-on training, as this is one of the best ways for people to learn in the region. To be fully effective, however, they should be coupled with post-training mentoring and coaching, as well as supported by a wider enabling framework to access and share information on an ongoing basis.

Overlaps and linkages between accredited qualifications and tailored training

There could also be overlaps between accredited qualifications and tailored training. For example, purpose-built courses could contribute to the course credits needed to attain an accredited qualification. Systems for this type of accreditation are still rare in the region, but if in place could considerably strengthen the opportunities for individuals wanting to pursue a career in this field. Alternatively, institutions offering accredited qualifications could also tailor some of their course offerings to an intense block-mode format for standalone tailored training as vocational opportunities (e.g. these could be used on a flexible basis by individuals as part of a longer pathway towards a degree).

Informal learning and mentoring

Goal: To recognise and strengthen support for informal learning and mentoring, to widen networks and opportunities for this to take place in the context of practising planning and management of protected and other conserved areas.

Rationale: Much of the transmission of knowledge and specifically-needed skills related to conservation management in the Pacific region takes place through informal processes at workplaces, at community or group levels, or through peer-to-peer learning processes. Moreover, there is much traditional knowledge and indigenous practice that is congruent with protected and other conserved areas management, and which needs to be better acknowledged.

Pacific people value relationships, connections, and exchange of information. Establishing and enhancing peer-to-peer learning networks or communities of practice – from grassroots to technical to professional level, and spanning educators to practitioners to leaders – is very important.

Individuals who have pivotal roles in capacity enhancement should receive particular support. These people include current and future leaders, high-level advisers, those who deliver training or provide guidance, and those who work closely with local communities and young school-aged people.

Opportunities for informal learning and mentoring, either within a national context, across the region, or inter-regionally around the world, will continue to be important into the future. Clearly identifying these and supporting people and contexts to absorb such a practice is also important. This could mean, for example, incorporating informal learning and mentoring activities when developing individual work plans within organisational contexts.

Development of time-specific mentoring programs after the conclusion of any accredited qualification and tailored training is also critical and provides for a more effective transition between acquisition of knowledge and its application into practice. Specifically creating a mentoring network in the field of planning and management of protected and other conserved areas, which caters for the needs of the Pacific Islands, would also be valuable and could incorporate lessons learned from wider global networks already in existence for this purpose (see below).

Enabling

Goal: To provide all of the foundation and supportive conditions that are essential for improved recognition, ownership, impact, and sustainability of capacity development for protected and other conserved areas.

Rationale: In the context of this Strategy and Action Framework, enabling means the provision of conditions that allow capacity development to take place, leading to jobs being done well by people, groups, and organisations. Without a full suite of enabled or favourable operating circumstances, specific capacity development activity undertaken at any level is compromised and unlikely to be fully used or effective. Therefore, although the issues that need to be addressed to create enabling conditions are complex and considerable, and might seem beyond the scope of capacity development programs to address, they are absolutely fundamental to the overall improvement of capacity required for planning and managing protected and other conserved areas.

Widespread societal recognition for the value of natural resources in contributing to national economies and wellbeing, and mainstreaming of protected and other conserved areas in national development planning processes, is a base point for enhancing capacity development. This needs to be supported by good strategic frameworks, plans, policies, and laws, along with strong political leadership and bureaucratic commitment to implementing and applying them.

At the institutional level, informed and supportive attitudes within managing organisations that foster capacity development will help in making sufficient human, financial, and infrastructural resources available for investment towards more effective conservation activity. It is also essential that effective and collaborative structures, processes, relationships, and partnerships between all levels of government, and particularly government ministries, as well as development organisations, the private sector, and communities, is occurring. Donors, investors, hosting institutions, and technical providers are important participants and need to pursue capacity development approaches that are the best fit for the Pacific.

Most importantly, by improving this set of enabling conditions, it is more likely that people trained in the region will stay in the region for long-term sustainability of conservation and environmental management.

Information exchange

Goal: Effectively use and strengthen existing networks or develop new ones for information exchange, and support accessibility to such networks by a range of participants (current and potential).

Rationale: For over two decades now, there have been numerous initiatives in the region related to planning and management of protected and other conserved areas. Their effectiveness, however, has never been properly understood. They have ranged from direct and discrete program/project implementation, research, policy development, capacity development, program areas within regional bodies and all levels of governments and within NGOs, as well as a plethora of meetings and workshops on a range of specific topics.

From many of those initiatives, existing networks of practitioners have been progressively developed. However, from a region-wide perspective, these networks are dispersed and tend to gravitate around specific nodes, or for specific biomes (e.g. coastal and marine) or topic areas (e.g. ecosystem based management, invasive species).

Also, while such regional network nodes exist, there are also numerous worldwide networks (e.g. Conservation Coaches Network, IUCN Commissions working groups and taskforces) that have been established and are well-functioning, and of which many practitioners working in this field in the Pacific Islands are unaware. Lack of widespread knowledge of the existence of all of those networks (whether regional or global), and challenges of accessibility to them, are curtailing effective sharing of information and lessons learnt that could enhance work practices and quality standards across the region.

Additionally, local wisdom, customary practices, and traditional knowledge are not well-captured and understood for their valuable contribution towards conservation. The extent to which local wisdom, customary practices, and traditional knowledge have also been incorporated into practices, their effectiveness, and learning across the region from those is likewise not well known. As a result, people in the region remain unaware of the numerous options and possibilities for capacity development from this source that are taking place, and how they could potentially be supporting each other.

Coupled with that is the fact that there is not yet a fully functioning central hub to deposit and access information. Moreover, there may be fear or restrictions on sharing information, due to intellectual property rights and individuals and organisations becoming protective of their own work, resulting in unwillingness to share information freely across the region.

Nonetheless, understanding the challenges for information exchange, and working towards supporting participants to access information and peer-to-peer learning networks and communities of practice, are of paramount importance in the Pacific Islands. Without those, it is inconceivable that the professional field of protected and other conserved areas can have a robust presence and influence in the society, economy, and cultures of Pacific Islanders. The existence of hubs for information exchange that are effectively managed, maintained, and widely known will be vital to continue to advance knowledge and skills in this field into the future, within the context of the Pacific Islands.

Monitoring and evaluation

Goal: Strengthen and develop monitoring and evaluation systems to understand the impact of capacity development in the actual practice of planning and management of protected and other conserved areas, and to maintain high standards and effectiveness of capacity development initiatives.

Rationale: It is common practice for capacity development efforts to be evaluated in terms of their content and approaches adopted (inputs and outputs), an approach that is time-bound to the actual delivery phase. Once the delivery phase ends, there has been a regional paucity of information to understand the impact that capacity development strategies and initiatives have had on the performance of conservation, environmental management, and specifically planning and management of protected and other conserved areas (outcomes).

Evaluation of whether capacity development initiatives can be replicated, adapted, or transferred to different contexts other than the one(s) for which they were originally designed is also only in its infancy regionally. This is partially because of the lack of widespread knowledge of the range of these initiatives mentioned above.

More rigorous, measurable, and impact-focused systems for evaluation of capacity development investments in this field aren't known in the region. Only limited instances of thorough assessment, and monitoring and evaluation of capacity development programs throughout the region, with the aim of improving effectiveness, have taken place so far.

Reliable evidence of the effectiveness of capacity development would provide new and strong arguments to managing organisations, donors, and development agencies for increasing investments and making capacity development more efficient and responsive. Specific monitoring and evaluation approaches and measures will need to be appropriate to each different initiative. However, some content elements, and tools, metrics, and approaches could be suitable for adaptation and tailoring to different contexts, if developed with flexibility. Such supporting materials for monitoring and evaluation tailored to the Pacific Islands contexts are still needed.

Moreover, once there is greater momentum for a community of practice in this field overall, and a better hub for information exchange in the region, success stories, challenges, and limitations will continue to surface from lessons learnt in many different contexts. These would be related not only to the impacts of capacity development on the actual practice of planning and management of protected and other conserved areas, but also towards a more rigorous analysis of the quality, adequacy, and appropriateness of the delivery of those investments in the region, so they are kept current and effective.



MESCAL Crab Bay survey, Vanuatu, by Viliame Waqalevu



Rock Islands, Palau, by Jerker Tamelander

4. Overall Competencies and Regional Needs

While different components of capacity development have been addressed in Section 3, it is also important to carefully consider the competencies needed for capacity development related to planning and management of protected and other conserved areas.

Five broad categories of competence, with 34 specific categories, have been defined and are described below and outlined further in Table 5. They reflect a range of the required broad understandings, as well as specific technical knowledge and skills that are needed and/or are desirable to undertake work related to planning and management of protected and other conserved areas in the Pacific Islands context.

The categories that have been developed take into account:

- (a) The needs assessment conducted prior to developing this Strategy and Action Framework, which included practical experiences of a range of people working in this field in the region.
- (b) The context of establishing, planning for, and managing protected and other conserved areas in the Pacific Islands.
- (c) Global work related to competencies for protected areas personnel (see *Competences for Protected Area Personnel – a Global Register, Draft Overview and User Guide Version 2*, WCPA, BIOPAMA, Appleton, 2014).

4.1 Broad categories of competence

Group A – Regional economic, social, and environmental management context

Protected areas and biodiversity conservation is part of a broader sustainable development context, involving societies, economies, and political movements. Protected and other conserved areas are tools and mechanisms to manage the natural environment, and address the relationship between people, societies, economies, and the environment. They should also demonstrate how planning and management for the natural environment and biodiversity conservation play a role in sustainable development within the Pacific Islands and territories.

Group B – Frameworks, policies, and governance

Effective planning and management of protected and other conserved areas, and resources that are allocated towards this goal, can be greatly influenced by:

- Enabling frameworks such as international and/or regional agreements to which national governments subscribe.
- The national policies of government ministries that are relevant for protected and other conserved areas.
- Governance arrangements in place at national, provincial, and community levels for planning and management of these areas.

Group C – Organisational planning, management, and administration

Protected and other conserved areas require a variety of organisations to be responsible for their planning and management. In the Pacific Islands context this ranges from departments within government ministries, appointed authorities, private organisations, NGOs, or community organisations. Effective functioning of such organisations is critical for the sustainability of protected and other conserved areas.

Group D – Site planning, applied management, and technical knowledge

Specific technical knowledge for planning and applied management needs to be considered in the context of the wide variety of issues involved in protected and other conserved areas, and the increasingly diverse roles required of those involved in management.

Group E – Skills, tools, and techniques

Knowing how to carry out many of the functions related to planning and management requires specific skills, tools, and techniques that are often overlooked as important areas for capacity development, but are critical to building professional competence and confidence to work in the field of planning and management of protected and other conserved areas.

4.2 Specific categories of competence

The range of competencies needed for any person in any particular situation will vary depending on the type of functions and tasks undertaken, and at what level those functions are taking place – whether they are strategic, organisational, or site planning and management. Accordingly, the table below caters for all levels and purposes, and could guide the design of capacity development programs for a range of different requirements within the context of planning and management of protected and conserved areas. Some categories encompass a comprehensive suite of sub-topics and others are more specific.

Table 5. Summary of categories of competence

Group A	Regional economic, social, and environmental management context	Broader context related to societies, economies, political movements, and environmental management
Category	Category title	Category description
1	Social, economic, and political trends	Providing a broad understanding of the social, economic, and political contexts within which planning and management of protected and other conserved areas are embedded.
2	Protected and other conserved areas in sustainable development	Providing a broad understanding of the role of protected and other conserved areas in sustainable development – their contribution to environmental sustainability, societies, and economies.

Group B	Frameworks, policies, and governance	Relevant international and/or regional agreements, national policies, and governance models and mechanisms to be adopted
Category	Category title	Category description
3	International and regional agreements and national policies	Providing a broad understanding of international and regional agreements influencing protected and other conserved areas, and national policies pertinent to planning and management of those areas.
4	Governance	Establishing and sustaining appropriate mechanisms and structures for decision-making, responsibilities, and accountabilities for the protected or conserved area, with all actors that need to be involved.

Group C	Organisational planning, management, and administration	Planning, management, and administration within organisations responsible for protected and other conserved areas
Category	Category title	Category description
5	Strategy and planning	Providing a strategic and well-planned establishment and management framework for a protected or conserved area and projects related to those areas.
6	Organisational leadership and development	Establishing and sustaining well-led, governed, and managed institutions or divisions of larger institutions.
7	Human resources	Establishing an adequate, competent, well-managed, and supported workforce.
8	Financial and physical resources	Ensuring that the protected or conserved area has appropriate and adequate financial and physical resources, and monitoring that these resources are effectively and efficiently used.
9	Administration, reporting, documentation, and monitoring and evaluation	Establishing administrative and reporting procedures, systems for storage of documentation, and monitoring and evaluating organisational performance.

Group D	Site planning, applied management, and technical knowledge	Specialist planning and technical skills applied to management of protected and other conserved areas
Category	Category title	Category description
10	Biodiversity conservation	Understanding biodiversity and ensuring the maintenance of the ecological values of the protected and other conserved areas through management and monitoring of species, their habitats, ecosystems, natural resource use, and threats to these functions.
11	Environmental values and services	Understanding environmental values and services and ensuring the maintenance of those through management and monitoring.

12	Human dimensions, livelihoods, and culture	Incorporating in planning and management the human dimensions related to livelihoods dependent on the natural resources, cultural practices and traditional use and knowledge, access rights, tenure, and considerations of gender, intra and intergenerational equity, and equitable distribution of costs and benefits.
13	Ecosystem-based management planning	Ensuring an adaptive approach to management planning that takes into account the full array of interactions within an ecosystem, including humans, and to maintain its spatial and temporal characteristics.
14	Participation	Ensuring that relevant actors participate in planning and management, establishing appropriate mechanisms for this to take place, and equipping them with knowledge, understanding, and techniques for effective and equitable engagement and participation, including working in interdisciplinary teams.
15	Economics in conservation	Understanding the role of and using economic valuation of conservation and cost-benefit analysis.
16	Laws, regulations, and rights	Ensuring that laws, regulations, and rights affecting the protected and other conserved areas are understood and upheld (through disseminating information, encouraging compliance, enforcement, and prevention).
17	Commercial enterprises	Understanding and implementing commercial (including alternative livelihoods) opportunities, managing those, and monitoring for effectiveness and impacts.
18	Site planning	Ensuring structured step-wise approaches for planning and teamwork that takes into account appropriate participation.
19	Climate change mitigation and adaptation	Ensuring that potential impacts of climate change and mitigation and adaptation measures are considered in planning and management.
20	Field skills and on-ground management	Conducting fieldwork and practical tasks correctly and safely.
21	Technology and decision support tools	Ensuring that management planning uses decision support tools and appropriate technology such as spatial planning.
22	Monitoring, evaluation, and adaptive management	Establishing biophysical and socio-economic monitoring systems that permit periodic evaluation of management effectiveness and provide the foundations for adaptive management.

Group E	Skills, tools, and techniques	Specific skills, tools, and techniques needed to undertake a number of functions and support ongoing planning and management
Category	Category title	Category description
23	Financial management, accounting skills, and budgeting	Ensuring that budgets, accounts, and finances are properly prepared and reported.
24	Interdisciplinary and multi-skills teamwork	Building collaboration with co-workers, and fostering a productive work environment and mutual learning within interdisciplinary and multi-skills team.
25	Partnership building	Building and using techniques for effective collaboration with a wide range of partners, particularly community liaison.
26	Problem-solving	Using needs analysis approaches and critical thinking to support decision-making and problem-solving.
27	Negotiation and conflict resolution	Using mediation techniques to address disagreements and conflicts, and seek mutual gains.
28	Leadership	Building leadership skills and confidence, while promoting appropriate conduct.
29	Communication	Building and using skills to communicate and for effective use of relevant media for all purposes, including marketing and advocacy.
30	Facilitation, and managing meetings and committees	Ensuring that all meetings and management committees are well-facilitated, with good preparation of agenda and background materials.
31	Project planning and management	Ensuring that robust, and well-established and understood processes are in place for project planning and management.
32	Proposal development and report writing	Ensuring appropriate standards of report writing, and understanding of how to prepare proposals.
33	Contemporary scientific techniques	Ensuring such techniques, including research and field data collection (biophysical and social) and storage techniques, can be effectively implemented; are integrated with user-friendly information management systems; and the data can be analysed, interpreted, and understood by other audiences.
34	Imparting knowledge	Strengthening skills for effective, interactive, and culturally appropriate teaching, and instructional and training techniques for conveying information and knowledge, and particularly including 'train the trainers' and mentoring.

5. Action Framework

The aim of the Action Framework embedded in this Strategy and Action Framework is to support the uptake of activities that can strengthen capacity development for the planning and management of protected and other conserved areas in the Pacific Islands. Actions are meant to be realistic in terms of what can be continued and/or started in the next five years (2015–2020) by a range of participants (refer to Section 2). The extent to which those actions can take place will rely on the collaboration across participants in the region and, where appropriate, support from others outside the region.

Furthermore, the willingness and capacity of groups, institutions, and individuals to pursue selected actions will be vital to strengthen, develop synergies, and enhance effectiveness of capacity development in the region.

Actions are presented for each of the components of the Framework (from Section 3), with the addition of a number of generic actions to support implementation. While all actions are important, the **actions in the darker rows warrant more immediate attention**. The uptake of any action by any participant, including generic actions, would need to go through a process of planning involving relevant individuals, groups, and organisations, who would then decide on the specific actions required (i.e. to identify what, how, when, and by whom).

5.1 Accredited qualifications

Pathways, programs, and courses

Tertiary-level institutions in the region, of regional or national scope, develop clearly understood pathways for accredited qualifications for people wanting to pursue a career in planning and management of protected and other conserved areas.

Tertiary-level institutions progressively incorporate modules on protected and other conserved areas into existing relevant and allied courses, as an alternative to developing fully specialised courses in the short-term.

Technical colleges in the region tailor existing and/or develop new course programs that cater for people working in the field of planning and management of protected and other conserved areas.

Tertiary-level institutions and technical colleges develop new courses, including vocational options, and determine the most suitable accreditation and qualifications levels, to increase the options for building a larger, more skilled cadre of practitioners in planning and management of protected and other conserved areas.

Inventory

An inventory is collated, and made accessible through the Pacific Islands Protected Area Portal, of all accredited courses or modules relevant to planning and management of protected and other conserved areas that have been developed (or are currently in development), and are offered through universities and technical colleges (the competencies table in Section 4 provides guidance for course areas).

Approaches for delivery

Tertiary-level institutions offer relevant courses and modules in block-mode or concentrated short-course delivery format (that may, or may not be, part of an accredited qualification), to cater for people with work and personal commitments, time limitations, and more specific personal development needs.

Diversified forms of learning and assessment are developed, with flexible teaching and learning approaches and delivery choices, in terms of time and content to cater for different needs and contexts (e.g. remote, virtual, and e-learning programs).

Intra-coordination

Regional and national tertiary institutions and colleges work across and between faculties and any institution to determine active interest in, capacity to undertake, and responsibility for coordinating courses and modules in planning and management of protected and other conserved areas.

5.2 Tailored training

Inventory

An inventory is collated, and made accessible through the Pacific Islands Protected Area Portal, of all tailored training activities in the region relevant to planning and management of protected and other conserved areas that have been developed (or are currently in development) and are offered (the competencies table in Section 4 provides guidance for training areas).

Training of trainers

Regional scope and autonomy for training delivery is strengthened by prioritising development of train the trainer programs that include specific competencies required for people to grow as capable trainers.

Importance and special need

Specific attention is given to developing tailored training to cater for land and sea stewards working at the community level.

Tailored training proliferates in the region for different contexts and different groups working in the field of protected and other conserved areas.

Priority topics

Based on existing capacity needs assessments, priority topics on particular skill sets from the competency list in Section 4 are developed as specialised, tailored, regionally-targeted short courses.

Exchange of information

Open and free exchange of information on regional and national training modules, their contents, materials, and educational approaches, occurs to support the enhancement of tailored courses in the region.

Partnerships

Working links are established between organisations that provide training about protected and other conserved areas, and those that provide training in related environmental management disciplines, such as forestry, coastal and marine, and agriculture.

Extending and expanding

For tailored training programs being developed, or already being successfully delivered within national jurisdictions, seek opportunities for expanding or adapting the delivery to be available more widely and through implementation partnerships.

Relevant regional organisations in adjacent regions and countries (e.g. Asia, Australia, New Zealand, Indonesia, and the USA) that are already developing and delivering tailored training are engaged for their potential contribution to extend suitably-adapted tailored training within the Pacific region.

Protected area courses and modules available to Pacific Islanders and others through wider regional tertiary institutions (e.g. Asia, Australia, New Zealand, Indonesia, and the USA) appropriately reflect regional context, values, cultures, issues, knowledge, and strengths.

Accreditation

Systems are developed that enable accreditation of tailored training courses towards a tertiary degree or diploma, recognise prior learning, and allow for credit accumulation and course transfers.

5.3 Informal learning and mentoring

Peer networks

Peer-to-peer learning networks at all levels coupled with appropriate mentoring approaches are specifically strengthened or developed to share skills, knowledge, and innovations, and identify priority competencies and skills being sought (e.g. social media, web forums, talanoa sessions, site-based visits, facilitated self-assessments, conference calls, and periodic retreats and gatherings).

Connections between regional and global networks of practitioners in this field are strengthened and more widely understood.

Mentor register

Develop a register of experienced regional and inter-regional practitioners in protected areas and biodiversity conservation, who are willing to contribute as volunteer mentors, coaches, advisers, or supervisors for accredited qualifications, training courses, and effective on-the-ground application of learning.

Target groups

Identify a cohort of promising people to be nurtured and mentored for targeted capacity development support, as a key pillar in building institutional and intergenerational awareness and capacity (e.g. current and potential leadership, those who make or advise key decisions, community stewards, local experts, youth from school age to early career people, and government and NGO technical personnel).

Incorporation of traditional knowledge

The importance of incorporating traditional knowledge and skills through workplaces, community or group levels, in project consultations and between generations, is strongly acknowledged and facilitated.

Post-study support

Post-study workplace readiness is facilitated (e.g. access to mentors, work placements, secondments, internships, and alumni networks for post-study peer exchange and maintaining relationships).

Work planning within institutions

Institutions strengthen capacity development goals within work plans and budgets for their personnel (e.g. in-service training, use of new technologies, and learning in the workplace, short-term study tours, learning exchanges, work attachments, and on-the-job experiences in new areas).

5.4 Enabling

Positioning in the broader context

Protected and other conserved areas are embedded and mainstreamed into national dialogues, societal goals, national development frameworks, and within relevant government functional areas, firmly positioning them as an essential tool for conservation, livelihoods, ecosystem services, climate change mitigation and adaptation, and in contributing to community resilience towards natural disasters.

Leadership

The identification and provision of training and mentoring opportunities for existing, emerging, and potential leaders is a continual process at national, regional, and community levels.

Governance frameworks

The range of governance structures and/or approaches related to protected and other conserved areas is more widely discussed, understood, and developed in the region.

The identification and prioritisation of regionally-appropriate capacity development actions is strengthened in national PoWPAs and NBSAPs.

Strategic frameworks, plans, policies, and laws that support the development and implementation of protected and conserved areas are strengthened and updated

Broader networks and partnerships

A wider, more active and interconnected network of practitioners in protected and other conserved areas in the region is fostered.

Partnerships between learning networks, and tertiary and technical institutions within the region, and across a wider region, are forged (where approaches for delivery are suitable and considered efficient and effective by Pacific Islanders).

Existing regional forums and networks comprising levels of government, and particularly government ministries, as well as development organisations, the private sector, and communities, are engaged, informed, and supported towards the strengthening of relevant strategic frameworks, plans, policies, laws, and governance.

Funding and support

Particular support is given to existing training centres with a national or regional reach in developing or implementing programs relevant to planning and management of protected and other conserved areas.

An inventory is available and maintained in the Pacific Islands Protected Area Portal of all currently known and potential opportunities for seeking funds for capacity development relevant to planning and management of protected and other conserved areas.

Donor-supported programs support and invest in implementing actions in this Strategy and Action Framework rather than undertaking parallel analyses and initiatives.

A greater range of competitive and time-bound scholarships, bursaries, grants, and subsidies sponsored by NGOs and/or bilateral donors are in place.

5.5 Information exchange

Central hub for information exchange

The Pacific Islands Protected Area Portal is made fully functional and accessible and is maintained and promoted widely to users as a central regional information point about protected and other conserved areas. The Portal includes information such as:

- This Strategy and Action Framework.
- A directory of training courses, tertiary opportunities, or other capacity development activities.
- Curriculum guides, resource manuals, high-quality resources for independent learning.
- Funding opportunities and available expertise, peer and other support networks such as mentors.
- Best practice guides, simple field guides, and good examples of effective initiatives, with well documented accounts of successful and unsuccessful stories.
- Competence directory and links to available resources for various competencies.
- Monitoring and evaluation techniques.
- Other collected material relevant to capacity development activities, courses, and resources developed through various initiatives.

Facilitate information exchange, coordination, and, where appropriate, standardisation in capacity development approaches between donors, conservation programs, development organisations, and education and training providers.

Approaches and considerations for exchange

The use of open online e-learning courses, competence modules, and resource kits should be promoted and made available to support capacity development (e.g. distance learning, webinars, live feeds to workshops, online training and knowledge exchange platforms, and YouTube).

Challenges of accessibility to information are addressed at any opportunity when capacity development takes place (i.e. openly discussed with students and with concerted needs assessment undertaken to better understand how to best strengthen trainees' capabilities for accessing information).

5.6 Monitoring and evaluation

M&E framework and measuring

Establish a regional group that will draw from generic, minimum standards evaluation tools and practices to start developing a regionally-suitable evaluation framework that can then be further adapted for more specific purposes within the region.

More rigorous and measurable systems are developed for monitoring and evaluation of capacity development investments that are tailored to the context of the Pacific Islands.

Sharing information on M&E

Regionally-appropriate monitoring and evaluation systems should be included in all capacity development programs to assess the impacts of capacity development on the actual practice of planning and management of protected and other conserved areas, as well as the quality, adequacy, and appropriateness of each capacity development delivery.

Compile a collection of reference case studies of capacity development activities, and their evaluation processes, which provide evidence about successes, limitations, lessons learnt, and contributions to a variety of direct and indirect biophysical, social, and livelihood impact outcomes.

Support materials for M&E

Supporting materials to conduct relevant monitoring and evaluation are developed, disseminated, and training provided on their application.

5.7 General actions

In addition to the actions identified for each of the components of the Strategy Framework there are a number of general actions that underpin implementation of the Strategy and Action Framework during its first five-year period. These are listed as follows:

Dissemination of information

Disseminate and promote this Strategy and Action Framework document across the region to relevant participants, and particularly through the PAWG.

Collate and list all relevant resources and capacity development programs to identify the knowledge and training gaps, priorities and products to build on, and where to invest.

Update at regular intervals (two years) the preliminary list of participants contributing to capacity development in the region (see Annex 2).

Encourage those who fund, design, provide, and receive capacity development to share information and evaluations about their courses, services, and experiences, by contributing to the capacity development information directory.

Meetings and workshops

Prepare for and convene a meeting of partners (in the first half of 2016) to progress a more detailed regional action plan based on this framework, which could be undertaken by different institutions, groups, and individuals.

Ensure that all meetings of the PAWG include an agenda item that reviews progress related to capacity development.

Support preparation and convening of an event at the World Conservation Congress 2016 on capacity development approaches and competencies relevant to less developed and emerging countries.

Organise and implement a review meeting (in 2018) to assess implementation of actions related to capacity development in the region guided by this document and more specific initiatives that will be developed in 2016.

Partnerships and commitments

Explore potential partnerships with and contributions from regional initiatives (e.g. the Protected Areas Research and Learning Collaboration, based in Australia, and the recently created UNESCO Centre on World Natural Heritage Management and Training for Asia and the Pacific Region, based in India).

Engage and secure support from donors and project implementers for commitment to applying capacity development design and delivery, and making funding allocations, which are consistent with the goals, principles, and actions of this Strategy and Action Framework, and foster long-term, cost-efficient, and sustainable forms of capacity development.

Secure dedicated resources to bring people together to discuss partnerships across the region to implement actions from this Strategy and Action Framework.

Abbreviations

Abbreviation	Description
ACP	African, Caribbean and Pacific countries
BIOPAMA	Biodiversity and Protected Areas Management
CBD	Convention on Biological Diversity
EC-JRC	European Commission Joint Research Centre
IUCN	International Union for Conservation of Nature
M&E	Monitoring and evaluation
NBSAPs	National Biodiversity Strategies and Action Plans
NGO	Non-government organisation
PAWG	Protected Areas Working Group
PICTs	Pacific Island countries and territories
PIRT	Pacific Islands Roundtable for Nature Conservation
PoWPA	Programme of Work on Protected Areas
SFCD	Strategic Framework for Capacity Development
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCPA	World Commission on Protected Areas
WPC	World Parks Congress



Pandanus forest, Samoa, by Stuart Chape

Glossary

Term	Definition
Capacity building	'The actions needed to enhance the ability of individuals, institutions and systems to make and implement decisions and perform functions in an effective, efficient and sustainable manner.' (Global Water Partnership, 2012)
Capacity development	'The process by which individuals, groups and organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge.' (Global Water Partnership, 2012)
Enabling	The provision of conditions that allow capacity development to take place, leading to jobs being done well by people, groups, and organisations.
Other conserved area	A place where a community, customary institution, non-government organisation, private entity or individual is: (a) closely connected to a well-defined area or species; (b) the major stakeholder in decision-making (governance) and implementation regarding the management of the area or species; and (c) responsible for management decisions and efforts that contribute to the conservation of the area, species or cultural values. (ICCA Consortium, 2015)
Practitioner	Someone who is specifically and actively engaged in practices or occupations for protected or other conserved areas, with the skills they bring to their role in this field gained by formal learning, informal learning and experiences, or a combination of all.
Protected area	'A clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means to achieve the long-term conservation of nature with associated ecosystem services and cultural values.' (Dudley, 2008)

Glossary references

Dudley, N. (ed.) (2008). *Guidelines for applying protected area management categories*. Gland, Switzerland: IUCN.

Global Water Partnership. (2012). *Glossary*. Retrieved 29 January 2016, from <<http://www.gwp.org/en/Website-Information/Glossary/?c=C>>

ICCA Consortium. (2015). Three defining characteristics of ICCAs. *Indigenous peoples' and community conserved territories and areas (ICCAs): A bold frontier for conservation, sustainable livelihoods and the respect of collective rights*. Retrieved 7 December 2015, from <<http://www.iccaconsortium.org/>>.

Annexes

Annexes	Title
Annex 1	Main elements in the process of developing the Framework
Annex 2	Preliminary compilation of participating groups in capacity development
Annex 3	Good practice ideas for successful capacity development in the Pacific Islands region



Cloud Forest, Des Voeux Peak, Taveuni, Fiji, by Stuart Chape

Annex 1. Main elements in the process of developing the Framework

Elements (in order as listed) outlined below	Product outcome
1. International guidance through the PoWPA for actions to strengthen protected areas planning and management, particularly Goal 3.2.	Capacity Development for Protected and Other Conserved Areas in the Pacific Islands Region: Strategy and Action Framework 2015–2020
2. 2020 Aichi Biodiversity Targets of the CBD, particularly 1, 2, 11, 14, 18 and their implementation through NBSAPs.	
3. Capacity development needs assessments and other information obtained from 2013–2014 and resulting in a preliminary capacity development action plan (TierraMar Consulting).	
4. Formation of the Protected Areas Learning and Research Collaboration for Oceania and Asia regions 2014.	
5. Emerging information for, during, and since the World Parks Congress in Sydney 2014.	
6. Launch of the PIRT Framework for Nature Conservation and Protected Areas in the Pacific Islands Region 2014–2020.	
7. Launch of the IUCN WCPA global <i>Strategic Framework for Capacity Development in Protected Areas and Other Conserved Territories 2015–2025</i> .	
8. Additional consultations with key regional stakeholders in 2015.	
9. Input from members of the Protected Areas Working Group 2015.	
10. Consideration of new opportunities and partnerships 2015.	

Annex 2. Preliminary compilation of participating groups in capacity development

The following organisations, institutions, initiatives, networks and projects have been identified during the period of developing this Strategy and Action Framework, as current or potential participants for capacity development in the Pacific Islands region. They are listed in alphabetical order.

Note: The list is not exhaustive. It is preliminary and will continue to be updated. During development of this Strategy and Action Framework, only limited information could be obtained about the specific resources and level of influence that partners can contribute. In the future it will be desirable to be able to share more specific information across the region.

Partner (current or potential)		Type of organisation
1.	American Museum of Natural History	International conservation organisation (NGO)
2.	Birdlife International	International conservation organisation (NGO)
3.	College of Micronesia	National tertiary institution
4.	Coral Triangle Center	Regional learning centre (NGO)
5.	Coral Triangle Initiative	International consortium of government, non-government, and multilateral organisations
6.	Conservation International	International conservation organisation (NGO)
7.	Critical Ecosystem Partnership Fund (CPF)	International consortium of government, non-government, and multilateral organisations
8.	Department of Foreign Affairs and Trade (DFAT)	Australia Government department that incorporates development agency
9.	Fiji Forestry Training Centre	Training centre within the Fijian Government Department of Forests
10.	Fiji Locally Managed Marine Areas Network	National NGO
11.	Food and Agriculture Organization of the United Nations (FAO)	Agency of the United Nations (international multilateral organisation)
12.	GEF-PAS Forestry Conservation and Protected Area Management in Fiji, Samoa, Vanuatu and Niue project	Global Environmental Facility project in the Pacific Islands
13.	GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit)	German governmental development agency
14.	Government Departments in all Pacific Countries and Overseas Territories	Government organisation
15.	International Centre for Study of Preservation and Restoration of Cultural Property	Provides capacity development
16.	International Union for Conservation of Nature	International NGO (with Oceania region office)
17.	Lincoln University	National tertiary institution
18.	Locally Managed Marine Area Network (LMMA)	Regional network
19.	Micronesians in Island Conservation	Peer learning network
20.	National Oceanic and Atmospheric Administration	Includes a capacity development function
21.	National Trust of Fiji	Statutory body for conserving public resources
22.	Pacific Heritage Hub	Regional network

23.	Pacific Invasives Initiative (PII)	Regional organisation
24.	Pacific Invasives Learning Network	Regional network
25.	Pacific Islands Managed and Protected Areas Community	Capacity development forum
26.	Protected Areas Learning and Research Collaboration (PALRC)	Network of tertiary institutions – University of Tasmania, Murdoch University, Charles Darwin University, and James Cook University have MOUs, with USP a participant
27.	RECOFTC – The Center for People and Forests	International NGO
28.	Secretariat of the Pacific Community (SPC)	Regional intergovernmental organisation
29.	Secretariat of the Pacific Regional Environment Programme (SPREP)	Regional intergovernmental organisation
30.	Solomon Islands Community Conservation Partnership	National network
31.	Solomon Islands National University	National tertiary institution
32.	Solomon Islands School of Natural Resources	National college of higher education
33.	Technical Vocational and Educational Training	Global program active throughout the Pacific
34.	Te Ipukarea Society Cook Islands	National NGO
35.	Tenkile Conservation Alliance	Provincial NGO
36.	The Nature Conservancy	International NGO
37.	The Pacific Cost-Benefit Analysis Initiative (P-CBA)	An initiative within the Secretariat of the Pacific Community (SPC)
38.	The University of Queensland	Regional tertiary institution
39.	UNESCO Center on World Natural Heritage Management and Training for Asia and the Pacific Region	Regional training centre within international multilateral organisation
40.	United Nations Development Programme (UNDP)	Agency of the United Nations (international multilateral organisation)
41.	United Nations Environment Programme (UNEP)	Agency of the United Nations (international multilateral organisation)
42.	University of Natural Resources and Environment	Regional tertiary institution – Papua New Guinea
43.	University of Papua New Guinea (UPNG) (especially the Strengthening Conservation Capacity Program [SCCP])	National tertiary institution
44.	University of South Pacific (USP) various faculties	Regional tertiary institution with national campuses
45.	USAID (United States of America)	Governmental development agency
46.	USAID Lowering Emissions in Asia's Forest (LEAF Project)	Current USAID-funded project
47.	World Heritage Institute of Training and Research Asia-Pacific under auspices of UNESCO	Provides capacity development
48.	Wildlife Conservation Society	International NGO
49.	World Wide Fund for Nature	International NGO (with regional Pacific office)
50.	World Commission on Protected Areas	International expert network within IUCN

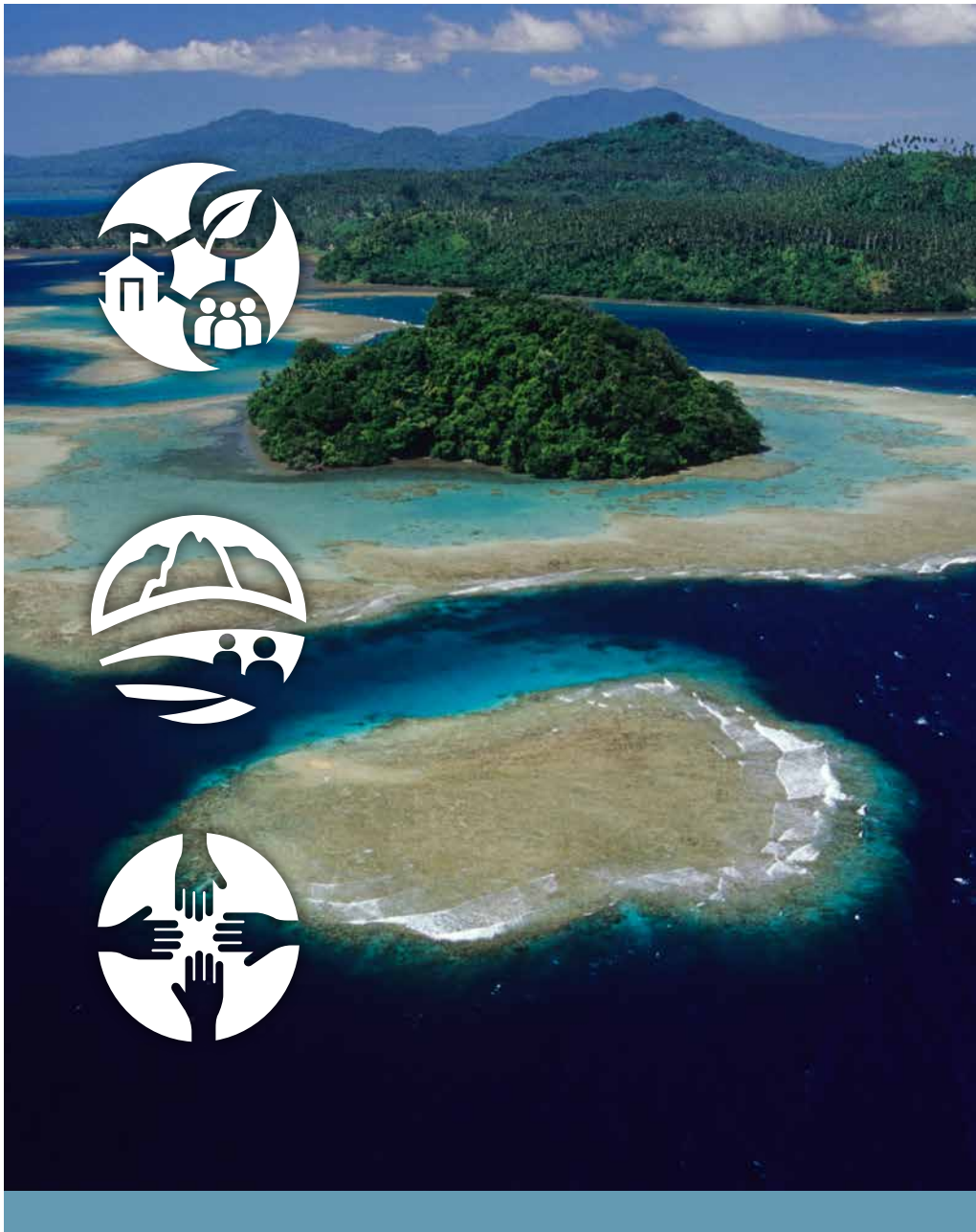
Annex 3. Good practice ideas for successful capacity development in the Pacific Islands region

The points listed below capture a selection of practical ideas gained from conversations and feedback across the region. They complement and reinforce the approaches conveyed in this Framework and should be considered when seeking to make capacity development more effective.

<p>Modes</p>	<ul style="list-style-type: none"> • Keep it simple, practical and experiential. • Learn by doing – action-based, hands-on learning. • Use ‘on-the-job’ training. • Arrange temporary secondments and technical exchanges. • Use fieldwork and site visits to complement more formal ‘classroom’ learning. • Don’t make training too long (e.g. one week or less), but note that short courses can be very resource intensive. • Workshops, study tours, roadshows, and conferences support capacity development. • Use and capitalise on forums not usually associated with capacity development activities. • Increase vocational opportunities. • Duration for attainment of formal qualification to be open-ended to accommodate people with work and personal commitments. • Incorporate modules from short courses into existing curricula – one-off training activities can be of limited value unless linked into a more comprehensive curriculum. • To be seen as valuable, training must be accredited and quality assurance applied to maintain the integrity of the qualification.
<p>Methods</p>	<ul style="list-style-type: none"> • The oral history tradition is fundamental to knowledge exchange. • Face-to-face engagement is essential wherever possible – emails, phone calls, teleconferences, Skype calls, and webinars have an important communications role, but need to be treated as secondary options to in-person contact. • Many community members cannot read or write – use of visual, especially moving, imagery is important. • Use and translate to local language where required. • Share stories from neighbouring communities or districts. • Avoid lengthy classroom theory or text-heavy PowerPoint presentations. • 25 people in a training group are a maximum. • Use more interactive and participatory engagement styles, rather than straight lecturing – this can require more than one person to facilitate and adds diversity of views. • Use lots of local case studies and real-life issues where a problem needs to be solved and solutions can be used. • Share lessons learned locally. • Access to centralised locations that provide training can be difficult for many provincially-located people, so make other options available for equity.

Resources and materials	<ul style="list-style-type: none"> • Tailor to the local context rather than using information from beyond the region (unless it introduces useful approaches that enhance regional or local context). • High quality, hard-copy teaching resources are important to develop. • Curriculum must have real-life application. • Training tools must be simple and robust for transport and use in remote, tropical conditions. • A written curriculum can be comprehensive, but those presenting will determine what level it will be pitched at depending on participants. • Good training materials will be visually interesting. • If using PowerPoints, use more photos than text. • Use worksheets, handouts, maps, and interactive games. • Work with community-based NGO partners who work in communities to ensure resources and information is locally relevant and effective. • Resources should be able to be replicated for different communities and groups. • New materials intended for schools must align with existing curriculum objectives and be able to be integrated into the existing teaching curriculum. • Learning modules should be stand-alone to enable choice about which ones to apply and at what level. • New curricula should be trialled, as old material becomes dated. • Use the best science. • Good practice guidelines, local success stories, and lessons learned findings are very useful.
Media	<ul style="list-style-type: none"> • Many areas lack internet, as well as computers, DVD players, and LCD data projectors, so information exchange relies on verbal and hard copy materials. • Where internet, other telecommunication services and equipment are more available, YouTube and DVDs are popular and useful, as are social media (Facebook, Twitter, Instagram), with websites providing countless sources of information. • Use images, visual props and infographics, not just words. • Posters, newsletters, brochures, radio, and newspapers are useful media.
‘Teachers’ (trainers, elders, leaders, mentors, guides, coaches)	<ul style="list-style-type: none"> • Support those that have responsibility for providing capacity development to ensure they are and remain capable, technically competent (including traditional knowledge), good at instructing and facilitating, and preferably have some official status in their job or community position. • Provide support to those with newly gained responsibility for providing capacity development until they are confident and competent. • People providing capacity development must have expertise and understanding matching their audience to gain respect and attention. • Use national people where they have relevant knowledge rather than ‘fly-in’ experts (to help build both local relevance and local ownership of capacity development).
Preparation and follow-up	<ul style="list-style-type: none"> • Do advance groundwork with participant groups and local communities to understand their top needs. • Ensure training is well aligned with participants’ actual needs.

	<ul style="list-style-type: none"> • Establish a mentoring arrangement before and after any sort of organised capacity development activity. • Need follow-up after formal learning sessions to support application of lessons learned. • Arrange ongoing contact with mentors who can offer support and guidance.
<p>Participants and partners</p>	<p>Key participants and supporters of capacity development include, and are by no means limited to:</p> <ul style="list-style-type: none"> • Community champions and leaders. • Community rangers. • Recognised trainers. • Ministry and field staff, community managers, traditional leaders, local enforcement staff, police, courts and the community itself. • Liaison officers and focal points. • Local provincial staff such as fisheries officers (they are often a one-stop information point for communities, so the more informed they are on the entire range of topics relevant to communities, the better). • School-age children and youth. • Peer learning networks. • Local training institutions. • Business leaders. • Counsellors. • NGOs.
<p>Sustainability</p>	<ul style="list-style-type: none"> • Capacity development for resource management and conservation is enhanced when communities are supported on broader development goals – i.e. in governance, water, sanitation, health, business, HIV/AIDS, leadership. • Scholarships are sourced to support professional development. • Institutionalise any new curriculum with in-country education facilities to protect against fluctuating in-country financial and human resources. • Local training options are crucial due to costs of travel. • Training offered must be a package: the training resource; training of the teachers in the delivery; an ongoing ability to procure the resources needed; and an ability to distribute the resources throughout the country. • Build on traditional management approaches, while adapting to modern technology and practices.



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