



A Global Register of Competences for Protected Area Practitioners

A comprehensive directory of and user guide to the skills, knowledge and personal qualities required by managers, staff and stewards of protected and other conserved areas

Compiled by Mike Appleton



Developing capacity for a protected planet

Protected Area Technical Report Series No. 2



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IUCN PROTECTED AREA DEFINITION, MANAGEMENT CATEGORIES AND GOVERNANCE TYPES

IUCN defines a protected area as:

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.

The definition is expanded by six management categories (one with a sub-division), summarised below.

Ia Strict nature reserve: Strictly protected for biodiversity and also possibly geological/ geomorphological features, where human visitation, use and impacts are controlled and limited to ensure protection of the conservation values

Ib Wilderness area: Usually large unmodified or slightly modified areas, retaining their natural character and influence, without permanent or significant human habitation, protected and managed to preserve their natural condition

II National park: Large natural or near-natural areas protecting large-scale ecological processes with characteristic species and ecosystems, which also have environmentally and culturally compatible spiritual, scientific, educational, recreational and visitor opportunities

III Natural monument or feature: Areas set aside to protect a specific natural monument, which can be a landform, sea mount, marine cavern, geological feature such as a cave, or a living feature such as an ancient grove

IV Habitat/species management area: Areas to protect particular species or habitats, where management reflects this priority. Many will need regular, active interventions to meet the needs of particular species or habitats, but this is not a requirement of the category

V Protected landscape or seascape: Where the interaction of people and nature over time has produced a distinct character with significant ecological, biological, cultural and scenic value: and where safeguarding the integrity of this interaction is vital to protecting and sustaining the area and its associated nature conservation and other values

VI Protected areas with sustainable use of natural resources: Areas which conserve ecosystems, together with associated cultural values and traditional natural resource management systems. Generally large, mainly in a natural condition, with a proportion under sustainable natural resource management and where low-level non-industrial natural resource use compatible with nature conservation is seen as one of the main aims

The category should be based around the primary management objective(s), which should apply to at least three-quarters of the protected area – the 75 per cent rule.

The management categories are applied with a typology of governance types – a description of who holds authority and responsibility for the protected area. IUCN defines four governance types.

Type A. Governance by government: Federal or national ministry/agency in charge; Sub-national ministry or agency in charge (e.g. at regional, provincial, municipal level); Government-delegated management (e.g. to NGO)

Type B. Shared governance: Transboundary governance (formal and informal arrangements between two or more countries); Collaborative governance (through various ways in which diverse actors and institutions work together); Joint governance (pluralist board or other multi-party governing body)

Type C. Private governance: Conserved areas established and run by individual landowners; non-profit organizations (e.g. NGOs, universities) and for-profit organizations (e.g. corporate landowners)

Type D. Governance by Indigenous Peoples and local communities: Indigenous Peoples' conserved areas and territories, established and run by Indigenous Peoples; Community conserved areas, established and run by local communities.

For more information on the IUCN definition, categories and governance types see:

Dudley, N. (ed.) (2008). *Guidelines for Applying Protected Area Management Categories*. Gland, Switzerland: IUCN (downloadable from <https://portals.iucn.org/library/sites/library/files/documents/PAPS-016.pdf>).

For more on governance types see:

Borrini-Feyerabend, G., Dudley, N., Jaeger, T., Lassen, B., Pathak Broome, N., Phillips, A. and Sandwith, T. (2013). *Governance of Protected Areas: From understanding to action*. Best Practice Protected Area Guidelines Series No. 20. Gland, Switzerland: IUCN (downloadable from <https://portals.iucn.org/library/sites/library/files/documents/PAG-020.pdf>).

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The **IUCN WCPA Capacity Development Thematic Group** works to promote and implement the IUCN WCPA Strategic Framework for Capacity Development in Protected Areas and other Conserved Territories (SFCD), developed as part of the 'Promise of Sydney' that arose from the VIth World Parks Congress held in 2014. The SFCD can be downloaded from http://cmsdata.iucn.org/downloads/sfcd_final_july_2015.pdf.

Further details of the group can be found at www.iucn.org/protected-areas/world-commission-protected-areas/wcpa/what-we-do/capacity-development



The German Federal Agency for Nature Conservation (Bundesamt für Naturschutz – BfN) is the German government's scientific authority with responsibility for national and international nature conservation.

www.bfn.de



The Propark Foundation for Protected Areas works to improve the competencies of people involved directly or indirectly in the management of protected areas, to enable them better to conserve natural and cultural heritage. Propark is based in Romania and works extensively there and also throughout Eastern Europe.

www.propark.ro

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IUCN (International Union for Conservation of Nature)

Global Programme on Protected Areas

Rue Mauverney 28

1196 Gland

Switzerland

Tel +41 22 999 0000

Fax +41 22 999 0020

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Foreword

Dr Kathy MacKinnon, Chair, IUCN/World Commission on Protected Areas

As the global coverage of protected areas approaches 20% of the land surface and 10% of the sea surface, more and more individuals, agencies and communities are responsible for safeguarding the planet's natural and associated cultural heritage. Managing protected areas is becoming more demanding and more diverse. Today's managers, staff and stewards are expected to:

- Protect species, habitats and ecosystems;
- Maintain ecosystem services, vital for local and national economies;
- Support local sustainable development and use of natural resources;
- Provide opportunities for tourism and recreation;
- Promote equitable forms of governance;
- Adopt entrepreneurial approaches for generating vitally needed funding;
- Argue the case for protected areas in government legislative and decision-making processes; and
- Manage large, complex organisations and work in partnership with other sectors.

If the growing global protected area system is to meet these expectations and to be more than a network of 'paper parks', we need to raise the profile of protected area management as a distinct, formally recognised, respected profession. The ultimate goal of professionalisation is to strengthen individual and organisational performance, and

thereby the effectiveness of protected areas. 'Professionals' need not only be government staff; they can and do include a wide range of protected and conserved area custodians, including local and indigenous community members, non-governmental organisations and private owners. Whatever their affiliation, protected area practitioners should be regarded as respected professionals with distinct skills, recognised in the same way as health workers, teachers and engineers.

The process of professionalisation includes the adoption of recognised standards of competence and performance, standards that are integrated into qualifications, professional development, career paths and performance assessments, as well as organisational culture and practices.

The Global Register of Competences for Protected Area Practitioners provides an essential foundation for this process. In essence, it defines all the possible skills, knowledge and personal qualities required by people working in protected areas around the world. It is an ideal reference and starting point for managers and human resource professionals to plan and manage staffing of protected areas, for educators to identify and meet capacity needs, and for individuals to assess and develop their own skills. Just as importantly, the register demonstrates that ensuring the future of the planet's biodiversity and life support systems is a complex, multi-skilled profession, worthy of respect, recognition and support.

Preface

A Global Register of Competences for Protected Area Practitioners is a cornerstone of a global IUCN WCPA initiative for professionalising protected area management, initiated as part of the preparation process for the IUCN World Parks Congress in Sydney in November 2014. The goal of compiling the register has been to define and classify all of the competences that may be required for effective, efficient and equitable management of protected areas. Competence can be understood as the proven ability to do a job, and is often defined in terms of the required combination of skills, knowledge and attitude.

The method used for identifying and specifying the competences is based on similar approaches in other sectors and on a range of initiatives to introduce competences into the conservation sector since the late 1980s. The competences were compiled from reviews of previous similar initiatives, assessments of job descriptions and training curricula, through workshops and consultation with a global group of over sixty capacity development and protected area specialists. The draft competences were presented at the IUCN World Parks Congress in Sydney in November 2014, and help to fulfil key elements of the 'Promise of Sydney' that arose from the Congress.

Three hundred specific competences relevant to protected area management are defined in the register, classified into

four job levels (executive, senior manager, middle manager/technical specialist, skilled worker), and arranged in fifteen functional categories covering organisational management, applied protected area management and generic work-related skills. Each competence includes a statement of the required skill, a more detailed explanation of that skill and an indication of the supporting knowledge required.

The competences should not be interpreted as a recommendation by IUCN WCPA that any person or organisation should possess them all. They are intended to act as a set of building blocks that can be flexibly used and adapted by the protected areas sector (according to local needs, contexts, working practices and cultures) to guide, inspire and recognise better practice and performance in protected area management. Guidance is provided on how to make use of the competences to create staffing structures, specify job descriptions and terms of reference, identify performance indicators, conduct a range of needs assessments, and design courses and curricula.

The competences in the register have been compiled and edited from a wide range of sources. Their final formulation and structure have inevitably involved a measure of subjective judgement, for which the compiler takes full responsibility.

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Thanks are due to the numerous individuals who have contributed (knowingly and unknowingly) to the compilation of the Competence Register and who have provided feedback, comments and suggestions during its preparation. Many members of the IUCN Global Protected Area Programme and IUCN World Commission on Protected Areas have offered advice, support and encouragement.

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- The Biodiversity and Protected Areas Management Programme (BIOPAMA), funded by resources from the intra-ACP envelope of the 10th European Development Fund (EDF);
- The German Federal Agency for Nature Conservation (Bundesamt für Naturschutz - BfN); and
- The ProPark Foundation for Protected Areas, Romania.

Abbreviations used in the text

ACP	African, Caribbean and Pacific countries
ADR	Administrative documentation and reporting (competence category)
ASEAN	Association of South East Asian Nations
AWA	Awareness, education and public relations (competence category)
APC	Advanced personal competences (competence category)
BfN	Bundesamt für Naturschutz (German Federal Agency for Nature Conservation)
BIO	Biodiversity conservation (competence category)
BIOPAMA	Biodiversity and Protected Areas Management Programme
CAC	Communication and collaboration (competence category)
CBD	Convention on Biological Diversity
CITES	Convention on International Trade in Endangered Species of Wild Fauna and Flora
COM	Local communities and cultures (competence category)
EC	European Commission
EIA	Environmental impact assessment
EQF	European Qualifications Framework
EU	European Union
FAQ	Frequently asked question
FLD	Field/water craft and site maintenance (competence category)
FPC	Foundation personal competences (competence category)
FRM	Financial and operational resources management (competence category)
HRM	Human resources management (competence category)
GPS	Global Positioning System
ICCA	Indigenous community conserved area.
IP	Indigenous People
IUCN	International Union for Conservation of Nature
LAR	Upholding laws and regulations (competence category)
LC	Local community
METT	Management effectiveness tracking tool
MPA	Marine protected area
NGO	Non-governmental organisation
ORG	Organisational leadership and development (competence category)
PA	Protected area
PoWPA	Programme of Work on Protected Areas
PPP	Protected area policy, planning and projects (competence category)
SEA	Strategic environmental assessment
S-K-A	Skills, knowledge and attitude
SFCD	Strategic Framework for Capacity Development in Protected Areas and other Conserved Territories
SOP	Standard operating procedure
TEC	Technology (competence category)
TRP	Tourism, recreation and public use (competence category)
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WCPA	IUCN World Commission on Protected Areas

Introduction. How to use this book

The Global Register of Competences for Protected Area Practitioners (hereafter referred to as the Competence Register) can be used by anyone interested in improving the capacity and performance of people whose work involves protected areas or other conserved areas, including:

- Trainers and educators;
- Human resource management specialists;
- Protected area management teams;
- Stewards of all types of protected and conserved areas;
- Consultants and project staff;
- NGOs and civil society organisations involved in protected areas and conservation;
- Students and learners; and
- Individuals working in protected areas

This guide can be used in different ways and at different levels of detail, according to the interests and needs of the user. Because it is intended to be comprehensive and globally relevant, the Competence Register is quite complex, but users are encouraged to consult it and use those parts of it they need, and to ‘dip into’ it according to their needs and interests.

PART 1 explains briefly some of the theory behind the Competence Register and explains how adopting competence-based approaches can help improve the capacity of protected area staff and organisations. References are included for those who wish to explore the topic in more depth.

PART 2 explains in detail, using examples, how the Competence Register is constructed and what it includes. Consulting this section is essential for understanding the competences in detail.

PART 3 provides a range of practical guidance and suggestions about how to use the Competence Register to support protected area capacity development and professionalisation.

PART 4 presents the entire Competence Register in tabulated form, organised by categories.

The register is also available as a downloadable Excel workbook that can be adapted to the specific needs of the user.

Throughout the text, boxes are included to address ‘Frequently Asked Questions’ (FAQs) that have arisen during the development and testing of these materials.

The Competence Register should be considered as ‘a tool not a rule’. It is neither possible nor desirable to define a single set of universal ‘global standards’ for all protected area staff. Each competence is required by a large number of people around the world, but nobody needs all of them. Users should adapt and adopt the register to meet their specific needs and the needs of the organisations and people with whom they are working. **The overall intention is to help individuals and organisations adopt the ‘competence approach’ as a practical way to build capacity and to improve standards and performance.**

Part 1

Background and Overview

Part 1: Background and Overview

1.1 A brief introduction to the competence approach

Competence is the proven ability to perform a task or do a job, widely defined in terms of the combination of required skills, knowledge and attitude (abbreviated to S-K-A. See Figure 1).

- Skills ensure the ability to perform a task reliably and consistently.
- Knowledge provides an understanding of the technical and theoretical background to the task.
- Having the right attitude helps ensure that an individual completes the task positively, professionally, ethically and conscientiously.

For example, the task of planting a tree requires:

Skills. The ability to plant the tree using the correct technique and tools in a range of commonly encountered situations (small trees/large trees, different species, different methods, etc.).

Knowledge. Knowing and understanding basic needs for successful establishment of a tree, the particular need of the species being planted, the consequences of incorrect planting and aftercare.

Attitude. Planting each tree carefully and conscientiously, adapting planting practice to different circumstances, following specific instructions for planting, taking an interest in the long-term survival of the trees being planted, working positively with the other members of the tree-planting team.

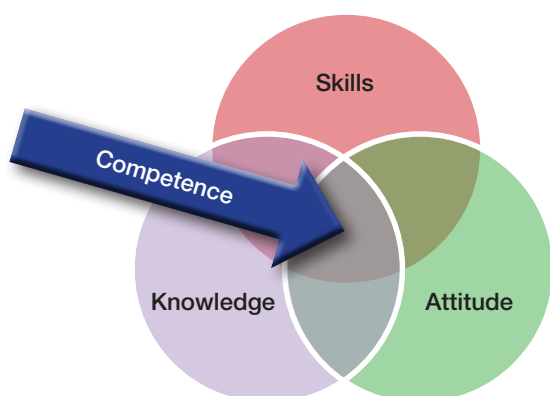


Figure 1: The Skills-Knowledge-Attitude model for competence

Increasingly, employment sectors and organisations are setting standards for the competences required to be proficient in jobs, occupations or professions. An 'occupational standard' can be described as 'a definition, usually developed and accepted by a sector, of the knowledge and competencies required to successfully perform work-related functions within an occupation'¹.

Such standards usually define some or all of the following:

- The specific tasks required for the job (what a person should be able to do);
- The variables associated with the task and range of conditions under which the person should be able to demonstrate competence (sometimes referred to as the 'scope' or 'range statement');
- The knowledge and understanding required for the person to be competent;
- The associated behaviour and attitudes necessary for the person to be competent;
- The ways in which competence can be objectively judged and certified; and
- The minimum amount of formal study required to reach the standard.

Competence-based approaches focus on building and assessing the actual skills, knowledge and attitude required by individuals to do a job, in addition to the acquisition of knowledge-based qualifications (e.g. through academic examinations). Figure 2 shows how this approach still requires a foundation of knowledge ('knows'; 'knows how'), but ultimately focuses on changes in behaviour ('shows how'; 'does'), leading to improved performance.

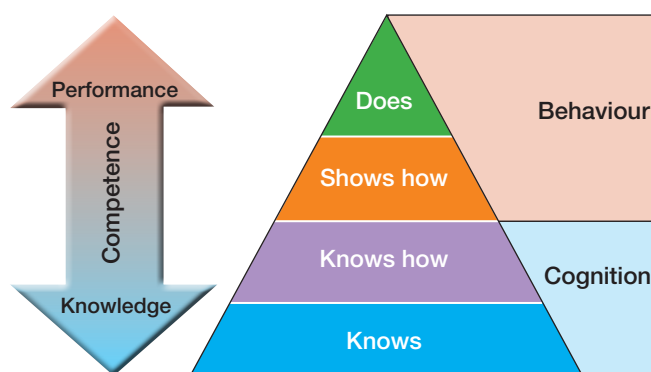


Figure 2: Model for the progression towards competence (based on Miller (1990)²)

The main differences between the competence approach and conventional approaches to training, learning and assessment are summarised in Table 1.

1 Alliance of Sector Councils (2001). Directory of Products and Services offered by Sector Councils. <http://www.councils.org/1services>

2 Miller, G.E. (1990). 'The assessment of clinical skills/competence/performance'. *Acad Med* 1990;65 (suppl):S63-67. Downloadable from <http://winbev.pbworks.com/f/Assessment.pdf>

Table 1: Comparison of approaches to training and learning

Element of learning and assessment	Conventional approach	Competence approach (additional)
Identification of learning needs and targets	<ul style="list-style-type: none"> ● Educational policies ● Educational institutions ● Experts ● Projects 	<ul style="list-style-type: none"> ● Employment sector ● Practitioners ● Employers
Learning programme	<ul style="list-style-type: none"> ● Full/part time courses ● Short courses 	<ul style="list-style-type: none"> ● Continuous learning ● On the job learning ● Modular programmes (day- and block-release from work)
Learning methods	<ul style="list-style-type: none"> ● Teaching ● Training ● Practical instruction ● Pedagogy 	<ul style="list-style-type: none"> ● ‘Adult learning’ ● Self-directed learning ● E learning ● Communities of practice
Delivery of learning	<ul style="list-style-type: none"> ● Educational institutions ● Teachers and trainers 	<ul style="list-style-type: none"> ● Self-directed ● Colleagues and peers ● Mentors
Assessment and certification	<ul style="list-style-type: none"> ● Exams and tests ● Attendance at courses ● Seniority 	<ul style="list-style-type: none"> ● Competence assessment and verification ● Portfolios of evidence
Access to learning	<ul style="list-style-type: none"> ● Prequalified individuals ● Selected employees 	<ul style="list-style-type: none"> ● Potentially anyone

This approach is not new. The most familiar competence standard for many people is the driving test, which assesses skills, knowledge and attitude, and sets a performance threshold which learners from any background can reach in their own time and in a range of ways. Competence-based approaches are also well established in some employment sectors, notably health. Clearly, it is essential that doctors and nurses are not just suitably qualified, but are verified to be competent in their day-to-day work.

There is an extensive literature on the competence approach. A useful starting point is the guidance from the International Labour Organization on development of competence standards.³ An up-to-date overview of professional competence and a wide-ranging reference list can be found in Mulder (2014).⁴

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training maintains a comprehensive website covering many aspects of competence-based learning.⁵

3 ILO (2006). *Guidelines for Development of Regional Model Competency Standards (RMCS)*. Bangkok, Thailand: International Labour Office. Downloadable from http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_234_en.pdf

4 Mulder, M. (2014). ‘Conceptions of professional competence’. In S. Billett, S., Harteis C., Gruber, H. (eds). *International handbook on research into professional and practice-based learning*. Springer. Manuscript available from https://www.academia.edu/7186546/Mulder_M._2014._Conceptions_of_Professional_Competence

5 <http://www.unevoc.unesco.org/go.php>

FAQ

Competence or competency?

The two words are often used interchangeably, which can cause confusion. Many dictionaries consider them to have the same meaning, but some experts distinguish between them, although there is no clear and consistent definition of the difference. For the sake of consistency, and to aid understanding and translation into languages other than English, the term ‘competence’ is used throughout this document (except in cited text). Users should substitute the words competency or competencies as they wish.

1.2 How competence-based approaches can promote effective governance and management of protected areas

The overall purpose in promoting the competence approach for protected areas and other conserved areas is to improve and sustain the effectiveness of governance and management. The protected area Management Effectiveness Tracking Tool (METT)⁶ is widely used for assessing this; a global review of METT assessments in

6 Available to download from assets.panda.org/downloads/mett2_final_version_july_2007.pdf

2010⁷ found that that about 42% of the protected areas in the study sample have ‘*major deficiencies in their most recent assessment*’. 13% ‘*show very inadequate management, where basic activities are unlikely to be undertaken*’. The assessment also shows that the indicator ‘*staff/other partners’ skill levels*’ was the factor most closely correlated with the outcome ‘*conservation of values*’, suggesting that having competent personnel leads to more effective conservation outcomes for protected areas.

Competence-based approaches can help improve the performance of protected areas in many specific ways.

- **Improving human resource management.** Managers can use competences and standards to develop detailed job descriptions and to design organisational structures. This can help ensure that individual staff members understand their duties and responsibilities, can help managers to judge objectively the suitability of applicants for jobs and to assess staff performance, and can encourage transparent, merit-based recruitment and advancement.
- **Motivating protected area staff and other practitioners.** People who understand clearly what is expected of them may be more motivated, both to do a good job and to improve their personal competence where they have gaps. This can help to improve overall performance and to reduce staff turnover by providing incentives for talented and committed people to remain in the organisation.
- **Helping to analyse capacity needs.** Defined competences provide a comprehensive and consistent framework for identifying capacity development needs and priorities within organisations, in relation to projects and in relation to the requirements of a protected area management plan or business plan.
- **Designing curricula, courses and lesson plans.** Education and training providers can use competences to design and deliver vocationally-focused programmes, working to common standards that reflect the real needs of the sector and helping trainees to assess the scope of courses offered to them.
- **Recognising different modes of learning.** Adopting competence standards moves the focus from teaching to learning. It promotes adoption of new methods such as ‘learning by doing’, job shadowing, mentoring, coaching, peer-to-peer learning and communities of practice. These approaches can be highly effective and much more cost-efficient than conventional training.
- **Enabling professional mobility, transferability, and regional recognition of skills and courses.** Using common standards can make qualifications ‘portable’ and provide a common language of competence. This allows skills and qualifications to be recognised across a protected area system, between organisations and potentially even between countries.
- **Widening access to capacity development and qualifications.** Competence-based approaches enable personnel to improve their skills and acquire qualifications, irrespective of prior qualifications or background. The approach can open routes to learning and qualifications for all protected area stakeholders, including local community members, NGO personnel, volunteers and private land owners.
- **Helping to secure official recognition for protected area occupations.** This is particularly important in countries that maintain a national list of official ‘registered occupations’ and associated occupational standards. Establishing an official professional profile for protected area management can help establish clear career paths, attract more new recruits, attract new funding and encourage development of courses by educational institutions.
- **Promoting organisational change.** Using competences can act as a ‘push factor’, encouraging organisations to review their overall culture and performance and providing a platform for organisational change.
- **Aligning the protected areas sector with other national and regional frameworks for occupational standards and qualification frameworks.** One example is the European Qualification Framework (EQF)⁸, whose reference levels are based on learning outcomes defined in terms of competences.

Using the competences and guidance described in this book should provide a strong and readily understandable foundation for adopting new approaches to capacity building for protected area personnel and for improving management effectiveness.

1.3 Applying competences in protected area governance and management

In the last 20 years, there has been increasing interest in adopting competence-based approaches for protected areas and nature conservation. Notable initiatives have been the inclusion of conservation and protected area competences in national qualification frameworks (e.g. in the UK⁹ and Canada¹⁰), developing competences for national parks services (e.g. in the USA¹¹), identifying core competences required for particular occupations (e.g. the work of the International Ranger Federation¹²), preparing regional competence standards (e.g. the ASEAN Guidelines for Competence Standards for Protected Area Staff¹³), introducing national competences (e.g. Madagascar, Chile), developing competence-based high level curricula (e.g. in Costa Rica) and linking competences to a system of

7 Leverington, F., Costa, K.L., Pavese, H., Lisle, A. & Hockings, M. (2010). *A global analysis of protected area management effectiveness*. Environmental Management 46 (5), 685-698. Available from <http://cmsdata.iucn.org/downloads/globalanalysismgmteffectiveness.pdf>

8 <http://www.eqvet.eu/gns/policy-context/european-vet-initiatives/european-qualifications-framework.aspx>

9 <http://qualifications.pearson.com/en/qualifications/nvq-and-competence-based-qualifications/environmental-and-land-based/work-based-environmental-conservation-l2.html>

10 <http://www.eco.ca/reports/national-occupational-standards/>

11 <http://www.nps.gov/training/npsonly/npsescm.htm>

12 <http://www.internationalrangers.org/>

13 www.arcbc.org.ph/arcbcweb/pdf/competence_standards.pdf

performance assessment and certification (e.g. Western Indian Ocean Certification of Marine Protected Area Professionals¹⁴).

In 2003, the Capacity Development stream at the Vth IUCN World Parks Congress recommended that the World Commission on Protected Areas (WCPA) should move towards common competence standards by:

- a. Agreeing generic global competence standards for protected areas staff, which can be adapted at local, regional and national levels; and
- b. Encouraging and enabling use of standards and self-assessments to support improved effectiveness of protected area staff and training.

As a result, the WCPA started an initiative to compile a global set of competences for protected area professionals. A first draft was presented at the IUCN World Parks

Congress 2014 in Sydney. Within the 'Promise of Sydney' that arose out of the Congress, Recommendation 8 from the Capacity Development Stream is: *'To promote and support recognition of protected area managers, stewards and custodians from all types of protected areas as 'professionals' through systems and tools for professionalisation that strengthen performance in protected area management through competent individuals and effective organisations'*.

The 'Strategic Framework for Protected Area Capacity Development' provides a stepping stone for implementing the capacity development elements of the Promise of Sydney and includes a specific plan to develop the competences (see Table 2). The Competence Register and guidance presented here are the outputs of that plan.

Table 2: Excerpt from the IUCN WCPA Strategic Framework for Capacity Development

Programme 1: Professionalisation

Goal: Protected area management is widely recognised as a distinct, multidisciplinary profession with its own specialist occupations and standards.

Objective 1.1: A set of global tools, guidance, and support materials is made available through IUCN WCPA to support development of competence-based approaches.

Tasks

- 1.1.1. Finalise, publish, and disseminate the global register of protected area competences at levels 1-4.
- 1.1.2. Finalise, publish, and disseminate guidance materials on how to use the competences to design locally relevant capacity development programmes, needs assessments, performance reviews, etc.

¹⁴ <http://www.wio-compas.org/>

Part 2

The Competence Register Explained

Part 2: The Competence Register Explained

2.1 How the Competence Register was compiled

The Competence Register is a near-comprehensive list of 300 skills and associated knowledge requirements (competences) regularly required in protected area and associated work around the world. The competences are organised according to fifteen functions of modern protected area work and four levels of staff, from senior officials to field workers.

The ‘raw material’ for identifying the competences has been job descriptions, course curricula, needs assessments and previous competence studies from all over the world. Participants at a workshop in 2013 prepared the first draft of the Register, and over 60 practitioners and specialists commented on this. A later draft was presented at the IUCN World Parks Congress 2014, leading to further useful feedback. In Africa and the Caribbean, the IUCN BIOPAMA project has taken the lead in testing the competences. In Europe, the ProPark Foundation has tested them as part of the project ‘Capacity Building Plans for Efficient Protected Area Management in Eastern Europe’ (with support from BfN, the German Federal Agency for Nature Conservation). Feedback on the competences was also gathered at the ‘Little Sydney’ conference on protecting nature in Europe held in Austria in May 2015. The compiler has also used and tested drafts of the competences in projects in 12 countries over the past ten years, and many other organisations, projects and initiatives around the world have used early versions in various ways and have provided valuable feedback.

2.2 Structure of the competences

The following sections describe how the competences are structured and organised. A summary of the overall structure is shown in Figure 3.

2.3 The four personnel levels

The competences use four **LEVELS** of personnel, based on the type of work they do and responsibilities they have (see Table 3). A fifth level (unskilled worker) is also defined, but not included in the competences.

It is important to note that the job levels need not only be associated with conventional management structures of protected areas, or with conventional job titles such as ‘director’ or ‘manager’ or ‘ranger’. The levels can equally be applied to local government officials, local communities, civil society organisations or private sector organisations (see Table 3).

The levels are also presented in the accompanying Excel workbook under Tab: ‘1. DESCRIPTION OF LEVELS’.

The levels are defined to equate as far as possible to the ways in which job levels are differentiated around the world. In reality, every organisation is different, and the levels used here may not be a perfect ‘fit’ to a particular situation. This should not be a concern. The basic units of the register are the 300 individual competences; individuals whose position can generally be assigned to one level are very likely to require competences from other levels.

FAQ

Why are there so many levels?

People working in the protected area sector range from local volunteers and community members to senior officials working internationally. The levels in the Competence Register recognise that all those involved in protected area management have an important role to play, require special skills, and need support to develop their capacities.

FAQ

Why is it necessary to have numbered levels?

It has been suggested that using numbered levels (1, 2, 3, 4) implies a hierarchy, and that generic job titles should be used instead. There are three main reasons for using numbers.

- It would be difficult to identify universal titles for the levels (e.g. ‘executive’, ‘ranger’, etc.) that would fit all situations. For example, the leader of a community managed protected area may be working at Level 4, but might not identify with being a “manager” or “executive”;
- Translating job titles into different languages with the same meaning is problematic; and
- Using numbers helps with coding, sorting and database management.

Users who prefer to substitute level titles for numbers are recommended to retain the numbers ‘in the background’ to enable computer processing and use of the tools developed to support the competences.

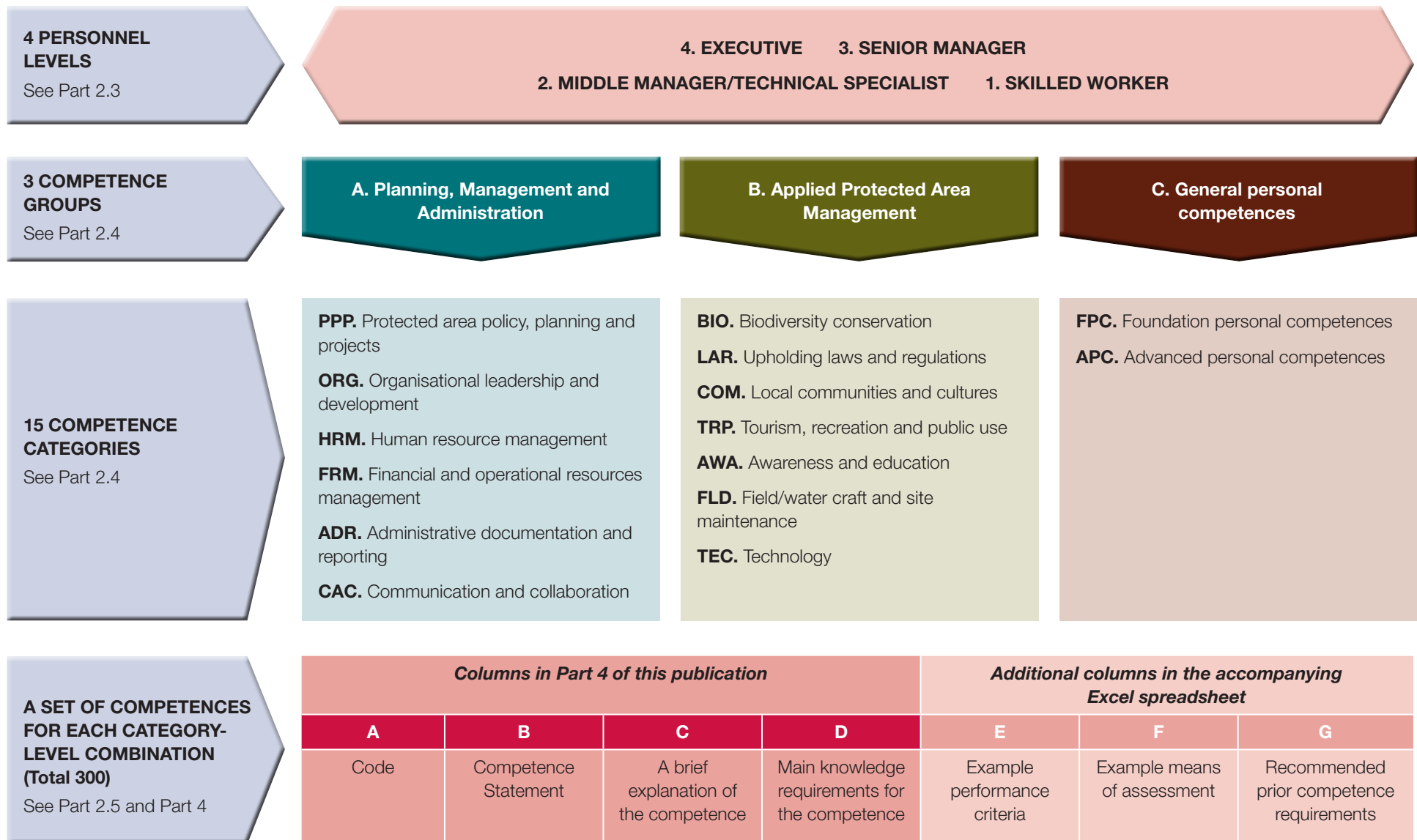


Figure 3: Overview of the organisation of the competences

Table 3: Definitions of job levels 0–4 with examples

Level	Typical title	Scope of work and responsibility	Examples of positions at the level in the protected area sector				Equivalent (but not required) educational level
			National and sub-national PA agencies	Other agencies, local and regional government	Civil society	Private sector/ consulting	
LEVEL 4	EXECUTIVE	<ul style="list-style-type: none"> ● Central direction and management of large organisations. ● National and regional policy development, spatial and strategic planning. ● Cross sectoral coordination. ● Direction of complex programmes and plans. 	<ul style="list-style-type: none"> ● Director of national or subnational protected area system. ● Ministerial level executive responsible for protected area systems. ● Senior national or subnational planner (land use, resource use, development). 	<ul style="list-style-type: none"> ● Senior executive of a natural resource managing agency with responsibility for PAs (e.g. forestry agencies). 	<ul style="list-style-type: none"> ● Senior executive of a major national / international NGO with special interest in PAs. ● ‘Elder’ from a community or indigenous peoples’ organisation. 	<ul style="list-style-type: none"> ● Senior executive of a resource management company. ● Senior executive of private game or wildlife reserve. ● Senior executive of tourism/visitor service company. ● Senior ‘protected area professional’. 	<ul style="list-style-type: none"> ● PhD, MSc. ● Master’s in Business or Public Administration.
LEVEL 3	SENIOR MANAGER	<ul style="list-style-type: none"> ● Direction and management of medium-sized organisations. ● Planning and management of projects and programmes within strategic frameworks. ● Conducting and leading complex and technical programmes (according to speciality). 	<ul style="list-style-type: none"> ● PA director/deputy. ● Chief park warden. ● Senior PA management and administrative team member. 	<ul style="list-style-type: none"> ● Local government official with responsibility for PAs. ● Local planner. ● Local head of an agency with responsibility for PAs (e.g. forestry agencies). 	<ul style="list-style-type: none"> ● PA project manager leader from an NGO or other civil society organisation. ● Head of a local NGO. ● Local community leader. 	<ul style="list-style-type: none"> ● Manager of a private protected area. ● Site manager of a land or resource management company. ● Manager of a PA tourism services company. ● Senior consultant / technical advisor. 	<ul style="list-style-type: none"> ● MSc, BSc, College Diploma.

Level	Typical title	Scope of work and responsibility	Examples of positions at the level in the protected area sector				Equivalent (but not required) educational level
			National and sub-national PA agencies	Other agencies, local and regional government	Civil society	Private sector/ consulting	
LEVEL 2	MIDDLE MANAGER, TECHNICAL SPECIALIST	<ul style="list-style-type: none"> ● Management, organisation and leadership of technical sections and teams implementing plans and projects. ● Completing specific and complex technical assignments (according to technical speciality). 	<ul style="list-style-type: none"> ● Head ranger. ● Section leader. ● Scientific officer. ● Tourism officer. ● Community outreach officer. ● Educational and interpretive officer. ● Administrative officer. ● Accountant. 	<ul style="list-style-type: none"> ● Local government field officer. ● Local environmental inspector. ● State agency (e.g. forestry) local officer. 	<ul style="list-style-type: none"> ● Resource owner, custodian or service provider from a local community. ● NGO project field worker. 	<ul style="list-style-type: none"> ● Consultant/ technical adviser. ● Local small business owner providing PA related services. 	<ul style="list-style-type: none"> ● BSc. ● College Diploma. ● High School ● Intermediate School.
LEVEL 1	SKILLED WORKER	<ul style="list-style-type: none"> ● Completing specific and sometimes complex tasks and assignments under regular supervision. 	<ul style="list-style-type: none"> ● Patrol ranger. ● Tourism ranger. ● Community ranger. ● Administrative assistant. ● Accounting assistant/ book keeper. ● Junior technician. 	<ul style="list-style-type: none"> ● Site guardian. ● Resource guard or warden (e.g. for forestry, fisheries). 	<ul style="list-style-type: none"> ● Site guardian. ● Local guide. ● Community custodian. ● Community resource user (fisher, farmer, hunter). ● Skilled volunteer. 	<ul style="list-style-type: none"> ● Site guardian for a private company. ● Private guide. 	<ul style="list-style-type: none"> ● High School. ● Elementary School.
LEVEL 0	UNSKILLED LABOURER	<ul style="list-style-type: none"> ● Completing practical tasks under continuous supervision. 	<ul style="list-style-type: none"> ● Labourer. ● Unskilled volunteer. ● Casual worker. 	<ul style="list-style-type: none"> ● Labourer. ● Unskilled volunteer. ● Casual worker. 	<ul style="list-style-type: none"> ● Unskilled volunteer. ● Labourer. ● Casual worker. 	<ul style="list-style-type: none"> ● Labourer. ● Unskilled volunteer. ● Casual worker. 	<ul style="list-style-type: none"> ● Intermediate school. ● Elementary School. ● Unrelated education.

FAQ

This approach is fine for personnel of government-run services, but what about areas governed and managed by indigenous peoples and local communities?

The competences are intended to be relevant not only to people employed in protected areas, but also to those in central protected area agencies, to senior executives and decision makers and to protected area personnel and management bodies beyond government agencies; for example local communities, NGOs and the private sector.

The emphasis of the competence approach is on what you can do, not on who you are or who you work for. Anyone from any background could potentially be working at any of the levels and achieve any of the competences. The levels are defined according to the type of work an individual does, not to specific jobs, ranks or backgrounds.

2.4 Groups and categories

Fifteen **competence categories** in **three groups** are used in the register, based on typical functional areas of protected area work around the world. These are shown in the first two columns of Table 4. Each category has a three-letter code, a title and a defined 'overall function', providing a general description of the work associated with the category.

FAQ

Why are there so many categories?

For the competences to be useful for protected area staff all over the world, they have to cover the whole global range of functions and jobs, relevant to all categories of protected and conserved areas. The categories not only cover technical aspects of protected area work (protection, monitoring, tourism, etc.); they also cover the leadership, administration and financing of protected areas, vital functions that are often neglected in capacity assessment and development. The number of categories can be seen as a reflection of the diversity of functions that modern protected areas are expected to fulfil.

FAQ

These categories do not exactly fit my organisation. What should I do?

The categories are intended to be a global 'average best fit' for how work functions are typically differentiated in protected areas. Of course, they may not be a perfect fit for a particular protected area or organisation. It is inevitable that the categories overlap with each other, and that most individuals will require competences from several categories and levels in different combinations. This should not be considered a problem; the Competence Register can be adopted exactly as it is, or equally can be adapted to be used in a flexible way to fit the specific needs of users and organisations.

2.5 Combining categories and levels

The right-hand four columns of Table 4 combine the fifteen categories with the four levels and provide a general competence statement for each category-level combination, beginning with '*The individual at this level should be able to ...*' In some cases, certain levels are not relevant to a category; for example, the category Protected Area Policy, Planning and Projects (PPP) is only relevant to more senior staff at Level 3 and Level 4, while the category Field and Water Craft (FLD) is only relevant at Levels 1 and 2. This does not necessarily mean that individuals at Level 2 will not require some competences from PPP or that Level 3 managers do not need field work skills.

FAQ

What are the General Personal Competences?

These are two sets of competences that include both 'core skills' such as literacy and numeracy and 'soft skills' focusing on how people work rather than what they do, and which address the 'attitude' component of the skills-knowledge-attitude model. The general personal competences can be applied alongside all the other categories of competences.

Two sets of general personal competences are included.

Foundation personal competences define basic skills and attributes that should apply to the day-to-day work of all protected area workers, whatever their level of job.

Advanced personal competences are more complex skills and attributes that are more likely to be required by staff with responsibility for leadership, supervision and decision making.

Table 4: Groups, categories and levels

A. PLANNING, MANAGEMENT AND ADMINISTRATION	Ensuring effective, efficient and equitable governance and management	General competence statements for each level and category			
		LEVEL 4 EXECUTIVE	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
CATEGORY	OVERALL FUNCTION	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>
PPP Protected area policy, planning and projects	Providing a strategic and rationally planned framework for protected area governance and management.	Enable the establishment and integration of a protected area system within national and international policies and plans.	Direct development and implementation of strategies, plans and projects for achieving protected area goals.	<i>Not applicable</i>	<i>Not applicable</i>
ORG Organisational leadership and development	Establishing and sustaining well-governed, managed and led organisations for protected area management.	Enable establishment of structures and systems for effective and appropriate protected area system governance and management.	Provide strategic and effective direction, leadership and management of a protected area.	<i>Not applicable</i>	<i>Not applicable</i>
HRM Human resource management	Establishing an adequate, competent, well-managed and supported work force for protected areas.	Enable protected area system-wide availability of a work force that is sufficient in number, competent, adequately resourced and supported.	Ensure that protected area personnel are competent, well-organised, managed, led and motivated.	Lead and support teams and individuals conducting protected area work.	Supervise and instruct small work teams to complete specific tasks.
FRM Financial and operational resources management	Ensuring that protected areas are adequately financed and resourced, and that resources are effectively and efficiently deployed and used.	Enable availability of adequate physical and financial resources across a protected area system, and ensure their effective and efficient use.	Identify and secure adequate financial and physical resources for management of a protected area, and ensure their effective and efficient use.	Manage, monitor and account for the use of financial and other resources required for managing a protected area.	Account for money and resources provided for specific activities.

ADR Administrative documentation and reporting	Establishing and implementing procedures for information management, documentation and reporting.	Enable establishment of comprehensive systems for administrative monitoring, reporting and documentation across a protected area system.	Ensure that a comprehensive system of administrative documentation and reporting is in place for a protected area.	Prepare and manage accurate documentation of management activities according to required procedures.	Keep basic records of activities as required by the organisation.
CAC Communication and collaboration	Building and using the skills required to communicate and collaborate effectively.	Communicate effectively in high level interactions.	Maintain effective communications by and within a protected area organisation.	Use formal and informal means for communicating with others using appropriate techniques and media.	Communicate effectively with co-workers, stakeholders and visitors.
B. APPLIED PROTECTED AREA MANAGEMENT	Applying specialist technical skills to protected area management	General competence statements for each level and category			
		LEVEL 4 EXECUTIVE	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
CATEGORY	OVERALL FUNCTION	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>	<i>The individual should be able to ...</i>
BIO Biodiversity conservation	<i>Ensuring the maintenance of the ecological values of protected areas through management and monitoring of species, their habitats, ecosystems and natural resource use.</i>	Ensure that a protected area system contributes significantly to national and international goals and priorities for biodiversity conservation.	Direct the development and implementation of programmes that address conservation targets and priorities.	Plan, manage and monitor measures for achieving conservation targets.	Conduct supervised field activities to implement biodiversity monitoring and conservation programmes.
LAR Upholding laws and regulations	<i>Ensuring that laws, regulations, and rights affecting protected areas and biodiversity are upheld.</i>	Promote establishment of a sound policy and legal framework for reducing illegal activities that threaten biodiversity and protected areas.	Direct the development and implementation of programmes for crime prevention, law enforcement and compliance.	Plan, manage and monitor activities for protected area crime prevention, law enforcement and compliance.	Conduct supervised prevention, enforcement and compliance activities.

<p>COM Local communities and cultures</p>	<p><i>Establishing systems of protected area governance and management that address the needs and rights of local communities.</i></p>	<p>Ensure system-wide recognition of community rights and needs, and enable community participation in protected area governance and management.</p>	<p>Direct the development and implementation of programmes that integrate protected area management objectives with the rights and needs of local communities.</p>	<p>Collaborate with local communities to implement activities that address the needs of people and the functions of a protected area.</p>	<p>Engage appropriately with local communities.</p>
<p>TRP Tourism, recreation and public use</p>	<p><i>Providing environmentally and economically sustainable tourism and recreation opportunities in and around protected areas.</i></p>	<p>Enable system-wide provision of opportunities for environmentally and economically sustainable tourism and recreation</p>	<p>Direct development and implementation of programmes for sustainable tourism and recreation appropriate to a protected area.</p>	<p>Plan, manage and monitor programmes, activities and services for visitors to a protected area.</p>	<p>Guide, assist and supervise protected area visitors and recreational activities.</p>
<p>AWA Awareness and education</p>	<p><i>Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas, their purpose and values, and how they are governed and managed.</i></p>	<p>Promote national and international awareness of a protected area system, its purpose and values.</p>	<p>Direct development and implementation of an awareness strategy for a protected area.</p>	<p>Plan, manage and monitor delivery of awareness and educational activities using appropriate methods and media.</p>	<p>Conduct interpersonal awareness activities.</p>
<p>FLD Field/water craft and site maintenance</p>	<p><i>Conducting field work and site maintenance tasks correctly, safely and securely.</i></p>	<p><i>Not applicable</i></p>	<p><i>Not applicable</i></p>	<p>Plan, manage and monitor field-based activities.</p>	<p>Conduct field-based activities safely and securely.</p>
<p>TEC Technology</p>	<p><i>Using technology to support protected area management.</i></p>	<p><i>Not applicable</i></p>	<p><i>Not applicable</i></p>	<p>Use and adapt technology to support protected area work.</p>	<p>Use basic technological aids to support protected area work.</p>

C. GENERAL PERSONAL COMPETENCES	Demonstrating the personal skills and behaviours required for working in a protected area.	General competence statements for each level and category			
		LEVEL 4 EXECUTIVE	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
CATEGORY		<i>The individual should be able to ...</i>			
FPC Foundation personal competences		Demonstrate fundamental personal skills and behaviours required for day-to-day protected area work. (Applies to all levels).			
APC Advanced personal competences		Demonstrate personal skills and behaviours required for effective performance and leadership. (May apply to all levels; more likely to apply to levels 2-4).			

2.6 The competences

Each category at each relevant level is assigned a set of specific **competences**, based around the particular skills required for tasks associated with that category and level.

The competences are listed in Part 4. In the accompanying Excel Workbook, Tab 3 lists all of the competences in all of the categories. The adjacent tabs (3a-3o) list the subsets of competences for each category.

Each competence comprises the following (the column references apply to Part 4 of this document and to the Excel Workbook).

Column A: A unique code and number based on the category and level. For example, BIO 2.3 means Biodiversity Conservation, Level 2, Competence 3. These codes are essential for sorting and analysing the competences and should always be used when referring to them.

Column B. Definition. This describes a specific ability required for the relevant category-level combination and is written so that it could complete the sentence: *'At this level an individual working in this category should be able to*

Column C. Details, scope and variations. This is an explanation of the definition in Column B, defining more precisely what it involves, and outlining typical variations. This is intended to help ensure that each competence can be clearly understood in the same way by anyone reading it.

Column D. Main knowledge requirements. This is a brief list of suggested knowledge requirements associated with the competence. Being competent not only requires the skills to complete a task, it also requires that the individual should know the specific facts and principles required to complete the task, and to understand the context(s) in which is completed.

The following additional columns (E-H) are included in the Excel Workbook, but not in Part 4 of this guide.

Column E. Associated competences. These are the codes of closely related competences that may overlap with or complement this competence. Capacity development planners may find it useful to 'cluster' these sets of competences when planning curricula, training events or assessments.

Column F. Example performance criteria

This section suggests what an individual might need to do to prove his or her successful attainment of each competence in order to acquire certification or other recognition.

Column G. Example means of assessment

This section suggests how a certifying body or examiner might best check that an individual is competent. This normally comprises a combination of a range of assessment mechanisms such as:

- Practical test/observation/simulation. The candidate performs the task in a real or realistically simulated situation;
- Demonstration of supporting knowledge. The candidate shows in the course of completing a task that she or he has the required knowledge;
- Feedback from others (supervisors, supervised personnel, participants in events, stakeholders);
- Verbal or written test of knowledge and understanding;
- Formal external assessments that may indicate competence (e.g. audit report, first aid test);
- Completion of a specified written procedure. For example, completing a field notebook, writing a grant proposal or drafting a management plan;
- Accreditation of previous qualifications and experience;
- Examination of a portfolio of evidence; or
- Undertaking an interview to test knowledge and depth of understanding.

Column H. Recommended prior competences.

These are the codes of the competences (at lower levels) that an individual is likely to require in order to achieve the relevant competence. This information enables planning of progression of competence through the levels.

Table 5 shows the total number of competences for each category-level combination. For each Level, the competences are designed to describe a similar-sized task (as far as that is possible). A similar number of competences are listed in most category-level combinations, but those categories that tend to be more important for core protected area work (e.g. BIO) tend to have more competences included.

Overall, competences at Levels 3 and 4 tend to be broader and less specific, as they cover more complex management tasks. At Levels 1 and 2 the competences describe more specific tasks.

It is not possible to prescribe how important each competence is in relation to others in the register (weighting). That needs to be determined locally according to how the register is being used and the specific organisation, jobs and individuals involved.

Table 5: Summary of total numbers of competences

CATEGORY	NUMBER OF COMPETENCES PER LEVEL				
	L4	L3	L2	L1	TOTAL
A. PLANNING, MANAGEMENT AND ADMINISTRATION					
PPP. Protected Area Policy, Planning and Projects	16	10			26
ORG. Organisational Leadership and Development	7	10			17
HRM. Human Resources Management	4	5	5	2	16
FRM. Financial and Operational Resources Management	4	7	7	2	20
ADR. Administrative Documentation and Reporting	3	4	4	2	13
CAC. Communication and Collaboration	4	3	8	3	18
SUBTOTAL	39	39	24	8	110
B. APPLIED PROTECTED AREA MANAGEMENT					
BIO. Biodiversity Conservation	7	12	11	6	36
LAR. Upholding Laws and Regulations	5	6	11	11	33
COM. Local Communities and Cultures	5	8	7	2	22
TRP. Tourism, Recreation and Public Use	4	7	8	5	24
AWA. Awareness and Education	4	7	8	2	21
FLD. Field/Water Craft and Site Maintenance			6	17	23
TEC. Technology			6	3	9
SUBTOTAL	25	40	57	46	168
C. GENERAL PERSONAL COMPETENCES					
FPC. Foundation personal competences			12		12
APC. Advanced personal competences			10		10
SUBTOTAL		22			22
TOTAL					300

FAQ

Why are there so many competences?

The register includes 300 competences for all the categories at all the levels (see Table 5). This seems a lot, but there are good reasons for this.

- **The competences reflect the broad scope of protected area work.** As mentioned previously, today's protected areas can have many functions, requiring a very wide range of tasks and skills from those who work in them at all levels.
- **Competences have to describe specific skills that can be understood in the same way across the world and if necessary can be consistently assessed and certified.** If a competence is written more generally, for example '*Work with local communities*', this can be interpreted and understood very differently in different places. Therefore, the Category 'Local Communities and Cultures' is broken down at each level into a set of more precise competences that describe specific skills and knowledge required. These competences can be more easily assessed, and individuals can work towards achieving them one by one.
- **Using specific competences makes it easier to adapt them to local needs.** Having a wide range of specific competences means that they can be used as a 'menu' that can be adapted for local use. Not all the competences in a category will be relevant to a specific job or individual; breaking them down into small sections enables users to select those that they need (or even add their own additional ones).

2.7 An example of a competence

The following sections explain how a specific competence looks as it is laid out in Part 4 of this guide and in the Excel workbook.

The three main GROUPS of categories are shown as major headings. In this case we will focus on Group B, which provides the overall definition of the relevant group of competences (see Part 4 or scroll down in Tab 3 ALL COMPETENCES (SOURCE) in the Excel Workbook).

GROUP B.	APPLIED PROTECTED AREA MANAGEMENT	Applying specialist technical skills to protected area management.
-----------------	--	--

Within this group there are seven competence categories, including BIO (see relevant section of Part 4 and Tab 3g BIO in the Excel Workbook). A heading defines the overall function of each category, for example:

CATEGORY BIO.	BIODIVERSITY CONSERVATION	Ensuring the maintenance of the ecological values of protected areas through management and monitoring of species, their habitats, ecosystems and natural resource use.
----------------------	----------------------------------	---

Within the Category 'BIO' there are competences at four levels. In this case we will look at BIO Level 2 (see Part 4 or scroll down in Tab 3g BIO in the Excel Workbook).

This includes a level code, a level title, an overall statement of competence for the category and level, and a summary of supporting knowledge and understanding for the level and category.

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 2	BIODIVERSITY CONSERVATION. LEVEL 2	Plan, manage and monitor measures for achieving conservation targets	<ul style="list-style-type: none"> ● Organisational policies and procedures for conservation management. ● Principles of ecology and conservation biology.

Within BIO Level 2, there are eleven specific competences. We are going to look at one of them (BIO 2.4) which starts with a basic statement of the competence (see Part 4 or scroll down in Tab 3g BIO in the Excel Workbook).

Columns A and B include the code and the basic definition; Column C provides more detail, explaining what the competence involves; and Column D suggests background knowledge required for the competence.

Column A	Column B	Column C	Column D
Code	Competence. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main specific knowledge requirements for the competence.
BIO 2.4	Propose justified management measures for conservation of species.	<ul style="list-style-type: none"> ● Using survey, monitoring and research results to prepare evidence-based recommendations for conservation of important species. ● Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc. ● Ensuring that recommendations are science- and evidence-based and/or based on established traditional knowledge and experience. 	<ul style="list-style-type: none"> ● Detailed knowledge of target species. ● Management options relevant to the conservation of the focal species. ● Sources of expert advice. ● Principles of scientific and evidence-based assessment and decision making. ● Local and traditional knowledge and management practices.

The remaining columns E-H are included only in the Excel workbook.

Column E lists other closely related competences.

Column F suggests a set of performance criteria by which competence could be assessed.

Column G suggests how competence could be assessed. These columns are intended to help designers of training courses and curricula.

Column H applies to the overall level for the category and lists suggested competences that an individual should possess before attempting this category and level.

Column E	Column F	Column G	Column H
Associated competences for the level	Example performance criteria	Example means of assessment	Recommended prior competence requirements for the level
ADR 2; CAC 2; COM 2; FLD 2; TEC 2			UNI; BIO 1; CAC 1
	Draft relevant sections on biodiversity conservation in a PA management plan. Recommend detailed, scientifically justified measures to conserve at least two important species of flora and/or fauna. Demonstrate supporting knowledge.	Accreditation of prior qualifications and experience. Evidence portfolio assessment. Test of knowledge.	

Part 3: How to use the Competence Register

The following sections suggest some of the many ways that the Competence Register can be used to promote and improve the professionalisation of protected area management and the performance of protected area organisations and personnel. These are:

- Developing national occupational definitions and standards;
- Preparing job descriptions;
- Designing and reorganising staffing structures;
- Supporting staff recruitment;
- Assessing current skills and competences and identifying priority needs for capacity development;
- Identifying capacity development needs for implementing management plans and projects;
- Designing training curricula and courses;
- Assessing and certifying competence;
- Developing internal capacity development strategies and plans;
- Ensuring that projects investing in capacity development reflect local priorities and needs;
- Widening access to capacity development and protected area work;
- Organising information;
- Providing evidence to support arguments for support for protected areas;
- Browsing for ideas and guidance; and
- Cross referencing the competences to other protected area and conservation support tools.

3.1 Developing national occupational definitions and standards

Some countries maintain national lists of officially registered occupations or professions. Registering protected area occupations can help improve the professional recognition and status of protected area work, provide criteria for recruitment and advancement and encourage educational institutions to offer relevant courses and training programmes.

Registering an occupation usually requires definition of an overall occupational standard, specification of required competences and minimum training and learning requirements. Drafts of the Competence Register have already been used to help prepare successful proposals and justifications for the occupations of 'Protected Area Specialist' and 'Protected Area Ranger' in Romania.

FAQ

Does this mean that IUCN or WCPA expects protected area staff to acquire all the competences?

Absolutely not! The register includes all possible competences for all types of staff and conservators in all types of protected area. Nobody would need or be able to acquire them all. It is likely that most jobs may only regularly require 30 or 40 competences and perhaps occasionally require another 20, depending on the requirements of their specific job.

3.2 Preparing job descriptions

Job descriptions help with staff recruitment, performance appraisal and promotion, enable individuals to understand their duties, and motivate them to learn and to improve their performance. They also help employers organise their workforce to achieve their management goals.

The general competence statements in Table 4 can be combined to provide a general description for almost any position in a protected area. Note that competences can be used as required from any of the four levels to create a best fit for the position.

Once the general competences have been identified, the relevant specific competences for each can be consulted and used to provide a more detailed list of duties.

The draft position description shown in Table 6 was prepared by the compiler working with national specialists, following a comprehensive assessment of required competences for protected area work in Vietnam.

Table 6: Draft position description from Vietnam developed through a competence-based process

Position	Senior Forest Protection Officer/Station Head
Grade	According to the employment legislation and the regulations of the employer. Equivalent to Level 3 according to the ASEAN PA Standards.
Position Summary	Supervision of teams of Law Enforcement Rangers in the field. Implementation of agreed programmes of activities related to law enforcement and protection of the biodiversity, infrastructure and environment of the protected area.
Working Relationships	Reporting to: Head of Forest Protection Division. Responsible for: Teams of rangers under assigned supervision. Cooperation with: Staff of other divisions of the Protected Area, local law enforcement officers and protection staff of neighbouring territories, local communities.
Legal responsibilities	As defined by the employment legislation and the regulations of the employer.
Main duties	<p>Personnel</p> <ul style="list-style-type: none"> ● Supervise, lead and motivate rangers under supervisory responsibility. ● Assess the performance of inspectors and rangers under supervisory responsibility and take remedial action if required. ● Provide on the job training and instruction to rangers under supervisory responsibility. <p>Equipment and Resources</p> <ul style="list-style-type: none"> ● Check and maintain condition of allocated equipment, facilities/infrastructure. <p>Law enforcement and protection activities</p> <ul style="list-style-type: none"> ● Lead and supervise ranger teams in accomplishment of planned inspection and law enforcement activities (patrols, checkpoints, raids, special operations). ● Ensure following of correct procedures for dealing with violations, violators, recording and management of evidence. ● Ensure a high level of safety, security and good environmental practice among rangers under supervision. ● Ensure completion of all documentation related to violations and violators. ● Contribute to preparation of legal proceedings and court cases against violators. ● Provide information to stakeholders about the Protected Area and its regulations. <p>Other activities</p> <ul style="list-style-type: none"> ● Supervise ranger teams in providing practical assistance for fire prevention, fire-fighting and other practical activities in the territory of the Protected Area based on established procedures. ● Supervise ranger teams in conducting census, monitoring and survey work. ● Supervise ranger teams in conducting practical work in habitat management, tree planting, construction, repair and maintenance. ● Ensure recording and reporting of wildlife observations by rangers. <p>Reporting</p> <ul style="list-style-type: none"> ● Ensure submission of required reports using required formats. <p>Special duties for senior rangers working in buffer zones</p> <ul style="list-style-type: none"> ● Liaise with communities, community leaders and officials in providing information about and enforcing the regulations applying to the buffer zone. <p>Working in recreation zones</p> <ul style="list-style-type: none"> ● Ensure that visitors, recreation providers and guides comply with regulations and safety and security requirements.
Recommended qualifications and experience	<ul style="list-style-type: none"> ● Minimum high school education. ● 5 years' relevant experience. ● Literate (reading and writing). ● Good communication skills. ● Good local knowledge of the landscape and wildlife. ● Fit and healthy. ● Hard working person of good character.

3.3 Designing and reorganising staffing structures

The results of needs assessments may indicate that the staffing structure and profile of a protected area is not appropriate to its main functions. For example, a needs assessment in a protected area established for protection and research; may indicate a major requirement for skills in community outreach and education. This could then lead to a redefinition of structures, roles and responsibilities of the protected area administration.

FAQ

Why not simply write competences for jobs such as ‘ranger’, ‘director’ or ‘administrator’?

In different countries and protected area systems similar job titles do not mean the same thing, and tasks and responsibilities are allocated differently. For example:

- A ranger in a Biosphere Reserve in France may have quite different duties and needs from a ranger in a National Park in the Philippines, or in a Scientific Reserve in Russia.
- The term ‘Warden’ in some countries means the head of a protected area (Level 3), while in others it means a site guardian (Level 1).
- Depending on the country, the head of a protected area (normally Level 3) can variously be titled a Director, Manager, Superintendent, Warden, Chief (and others).

3.4 Supporting staff recruitment

Job descriptions based on the Competence Register can be used to help prepare detailed job specifications and advertisements. They can also provide useful checklists for assessing candidates, designing recruitment exercises and tests, requesting references, guiding interviews and agreeing selection of the best candidate. See Table 7.

- The ‘Director’ of a large national park may have much more extensive responsibilities and skills requirements compared to the ‘Director’ of a smaller strict nature reserve.
- Responsibilities are allocated differently in different types of protected area. For example, in some protected areas, the scientific department is responsible for awareness work, in others the tourism section is responsible, and in others there is separate department for awareness.
- Translating job titles can often change their meaning, leading to confusion.

So it is not possible to write global competences for particular job titles or departments; it is better to write competences for sets of skills that can be combined to fit the structure of different organisations and the jobs within them.

Table 7: Example of a checklist of key competences for recruiting a head ranger

POSITION		HEAD RANGER	
Essential competences		Desirable Competences	
LAR 3.4	Coordinate law enforcement and security activities with other responsible agencies and with the judiciary.	HRM 2.4	Plan and organise delivery of training and learning activities.
LAR 2.2	Lead and report on crime prevention/law enforcement operations in the field.	ADR 2.2	Prepare formal reports of activities and projects.
LAR 2.4	Ensure effective and legal apprehension of suspects and violators.	FRM 2.6	Ensure availability and maintenance of assets, equipment, stores and supplies.
LAR 2.7	Process legal cases related to violations.	CAC 2.1	Demonstrate effective interpersonal communication.
LAR 2.10	Ensure that correct procedures are followed for use of firearms.	CAC 2.6	Identify and address interpersonal conflicts.
LAR 1.3	Participate in supervised law enforcement operations in compliance with standard operating procedures.	COM 2.1	Maintain productive and equitable working relationships with local communities and indigenous peoples.
LAR 2.3	Work with local communities to resist and prevent illegal activities.	APC	All competences.
HRM 2.2	Supervise, motivate and evaluate performance of individuals and teams.		
FPC	All competences.		

3.5 Assessing current skills and competences and identifying priority needs for capacity development

The register provides an excellent basis for individuals to assess their own competences, or for managers to assess the personnel in their organisation.

Many ‘training needs assessments’ are based around the question ‘*what training/capacity building do you (or your staff) think is needed?*’ Competence-based needs assessments instead ask ‘*What competences are needed for the job, and to what extent do staff already possess these competences?*’ The capacity need is then defined by those required competences which are lacking or are particularly weak.

The following process has been developed and widely used by the compiler for conducting needs assessments, with improvements based on the suggestions of many of the respondents. It has the advantage of being consistently structured, objectively assessable and suitable for statistical analysis, enabling the production of quantified results and comparable assessments.

1 Identify the competences that are likely to be relevant to the staff or position being assessed.

Using the whole register for needs assessments can be very intimidating, so it is useful first to create a subset of relevant competences for the staff or positions being assessed. This can be done by a meeting of managers, or ideally by a focus group of staff in relevant positions. The levels and categories can be used to guide the group to those competences likely to be relevant to the job or individual. Once the relevant skills have been identified from the overall list of competences, copy them from the register into a separate table, keeping the codes and categories, the explanations and the knowledge requirement (columns A, B, C, D).

2 Decide the assessment approach.

The assessment can be conducted in a number of ways.

- Self-assessment: the individual assesses her/himself, ideally with guidance from a trained assessor;
- Manager assessment: an immediate supervisor conducts the assessment;
- Peer assessment: the individual is assessed by his/her colleagues;
- Upward assessment: a supervisor or manager is assessed by his/her subordinates; or
- Negotiated assessment: the individual works with colleagues or with his/her supervisor to complete and agree the assessment.

The compiler’s preferred method is always to use self-assessment, but ideally to combine it with another method in order to cross-check the results. If time allows, the negotiated approach would be ideal.

3 Conduct the assessment

The process should be carefully explained to respondents. The following should be stressed:

- The importance of respondents being very honest in their responses, and not overestimating or underestimating their competence. If they are in doubt about which band to assess themselves in, they should be advised to select the lower of the two; and
- How the results will be used. Respondents should be assured that the assessment is intended to help identify capacity development needs. It is not a test and that the results should not be used against them. If necessary, the assessment can be completed anonymously.

Respondents should complete a form with brief personal details (for example job title, age, gender) and, if they wish, their names.

Table 8: Suggested assessment scales for relevance (left) and competence (right)

RELEVANCE		COMPETENCE	
	Response	Definition	Response
This competence is not needed at all for my job/the job.	-	I have/the individual has little or no competence . Extensive training and development are required.	1
This competence is partly relevant to my job/the job, but is not needed regularly .	0	I have/the individual has has a basic level of competence . Further training and development are required.	2
This competence is regularly needed for my job/the job.	+	I have/the individual has has good competence . Periodic updating only required.	3
		I have/the individual has has high competence and could train others to do it.	4

Respondents should then be assessed (or assess themselves) using the pre-prepared list of relevant competences.

- If desired, they can first assess the relevance of the competence to their work, using the scale in the left hand part of Table 8.
- Then they should assess their current capacity for each competence (however relevant), using the scale shown in the right hand part of Table 8.

A suggested layout for the assessment is shown in Table 9. Note that details of each competence are included. This is important, as respondents may not understand exactly what every competence involves. Details could also be made available in a separate file for respondents to consult, or the assessor could explain each competence.

4 Collation and analysis of the results

Since the results comprise numerical assessments of numbered competences, they can be subject to a wide range of analytical processes and presented graphically to provide profiles of strengths, weaknesses and needs of individuals, groups of staff or entire protected

area teams. Table 10 shows how a focus group of Management Specialists (Level 2) from Albania identified those competences from the Levels 1 and 2 in the register that were relevant to their jobs. The subset of relevant competences was then used as the basis for a self-assessment.

Figures 4-6 show how the results of self-assessments can be presented graphically to identify strengths and weaknesses in protected area work forces (note that some competence categories and codes used come from an earlier draft and differ from the current version). A set of Excel-based and online tools is being developed to enable the competences to be used for needs analysis in this way.

The results can also be used to rank competences in terms of need for individuals or organisations. For individuals the results can be sorted in order to identify those competences assessed as 1 (minimal) and 2 (moderate), in order to develop individual capacity development plans. Table 11 shows a set of prioritised competence needs generated from a self-assessment programme in Saint Lucia, which was subsequently used to develop a capacity development plan.

Table 9: Example layout for a competence assessment form

CODE	COMPETENCE	Relevance -, 0, +	Competence 1, 2, 3, 4	DETAILS
AWA 2.1	Plan, lead and report on interpretive, awareness and educational programmes.	+	4	<ul style="list-style-type: none"> ● Developing and leading an appropriate, diverse and effective range of interpretive, awareness and educational messages and activities based on the communication strategy of the PA. ● Supervising and building capacity of personnel. ● Managing and maintaining awareness facilities (e.g. visitor centres, museums, interpretive trails, etc.). ● Conducting assessments of the effectiveness and impact of awareness activities.
AWA 2.2	Plan and lead 'person to person' awareness and educational activities.	0	2	<ul style="list-style-type: none"> ● Planning, preparing and leading 'interpersonal' presentations (lectures, guided walks, educational events, etc.). ● Identifying and researching target audiences, themes and messages. ● Identifying suitable interpretive opportunities and techniques. ● Preparing 'scripts' and formats for the activities. ● Preparing required 'props', audio-visual aids and other materials.
AWA 2.3	Plan, draft and oversee production of publications, exhibits and signs.	-	1	<ul style="list-style-type: none"> ● Developing concepts and text for printed publications, panels, educational and interactive displays (indoor and outdoor), web pages, etc. ● Identifying target audiences, themes and messages. ● Drafting and editing suitable text. ● Identifying needs for graphics, photos, etc. ● Preparing briefs for designers and working with them and printers to create the final product.

Table 10: Summary of relevance assessment from all Level 1 and 2 competences from the register by a focus group of Management Specialists (Level 2) in Albania in 2015

Assessment	Definition	Number	%
-	Competence is not needed at all for the job.	14	9.5
0	Competence is partly relevant to the job, but is not needed regularly.	73	49.7
+	Competence is regularly needed for the job.	60	40.8

Table 11: Ranked competence needs generated from a self-assessment (Saint Lucia)

C. FORESTRY OFFICERS. LEVEL 1 COMPETENCES RANKED BY PRIORITY		
Code	Competence element	Ranked according to lowest score/ highest need
FLD 1.5	Conduct first aid and provide appropriate responses in accidents and emergencies.	1
BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	
BIO 1.3	Accurately record and report observations of wildlife, habitats and ecosystems.	2
LAR 1.3	Participate in supervised law enforcement operations in compliance with standard operating procedures.	
TEC 2.6	Use advanced technology to support protected area management.	
TEC 2.2	Use online technology for advanced functions.	3
BIO 1.2	Recognise threats and problems affecting biodiversity in the field (species, habitats and ecosystems).	
LAR 1.4	Follow legal, ethical and safe procedures for apprehending suspects, violators and detainees.	
FLD 1.3	Use map and compass/charts for navigation.	
LAR 1.8	Respond correctly to non-violent disputes and confrontations.	
BIO 2.1	Demonstrate a detailed knowledge and understanding of species, habitats and ecosystems of a protected area.	4
BIO 2.2	Plan, lead and report on biodiversity research, survey and monitoring activities.	
BIO 2.5	Propose justified management measures for conservation of habitats and ecosystems.	
ADR 2.3	Contribute to and document meetings.	
BIO 2.4	Propose justified management measures for conservation of species.	
BIO 2.6	Propose justified management measures for sustainable use of natural resources.	
BIO 2.7	Plan, lead and report on implementation of biodiversity conservation measures in the field.	
COM 2.2	Plan, lead and report on cultural and socio-economic surveys and assessments.	
COM 2.5	Facilitate and support establishment of community-based economic enterprises.	

Global Protected Areas Competence Assessment

Name: Simone Lim

Position: Conservation Officer

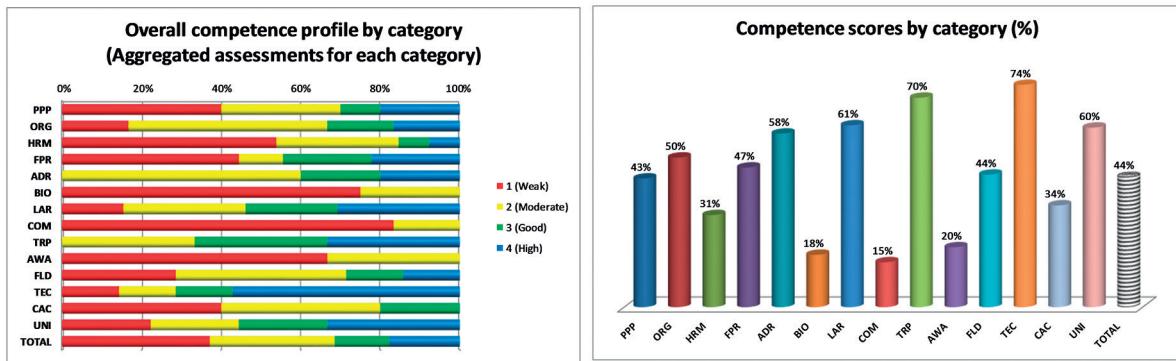


Figure 4: General competence profile generated from the competence register

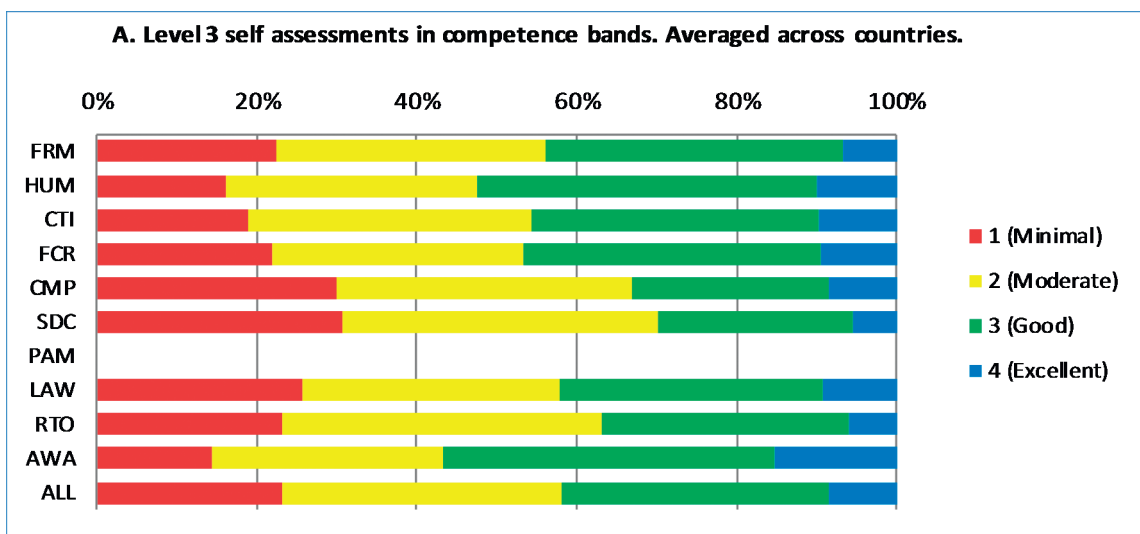


Figure 5: Graphical summary of a system-wide assessment, showing the proportions of responses. Collated results from 473 rangers in E. Europe and the Caucasus¹⁵

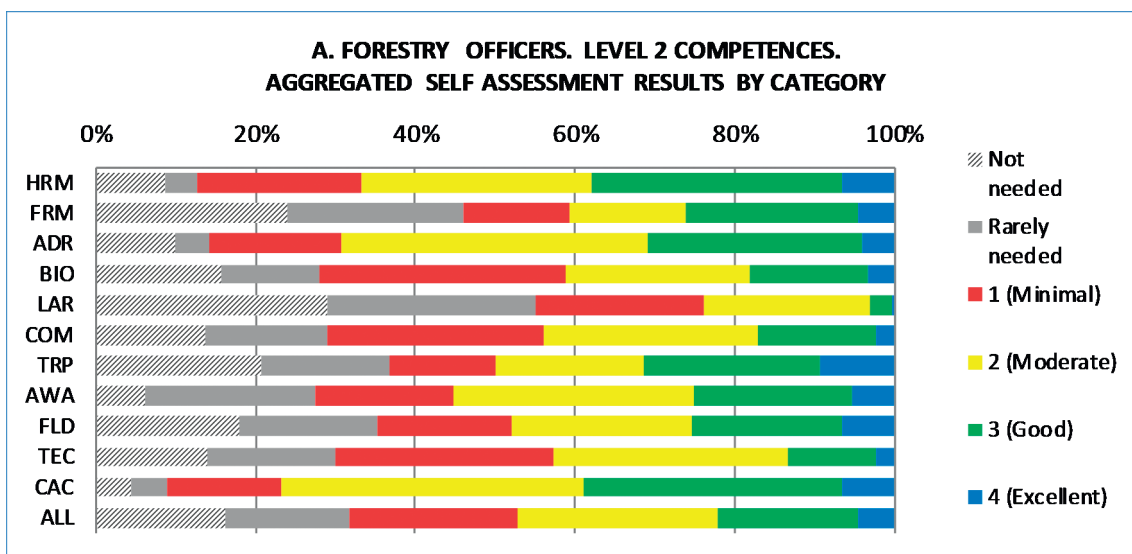


Figure 6: Example of an organisational assessment by category and level (Forestry Department in Saint Lucia).

¹⁵ The competence categories in these examples differ slightly from those in the current register, as they use earlier drafts of the competence register.

3.6 Identifying capacity development needs for implementing management plans and projects

The Competence Register can be used as a checklist for identifying the capacity needs generated by protected area management plans and system plans, or by projects. The register can be cross-checked with objectives, management actions and prescriptions in such documents, enabling identification of priority capacity needs for implementation. The results can then be used to tailor the Competence Register to the particular needs of a protected area or project and to design needs assessments (as described in section 3.5).

3.7 Designing training curricula and courses

The Competence Register can be used to help design new training courses and to check that existing courses are up to date and comprehensive. Course planners can select the categories and competences most relevant to the learning programme and the level of the course participants, and use them to structure the course and to identify specific curriculum elements and learning outcomes. An example from Turkmenistan is shown in Table 12, where competence based interviews with rangers and their supervisors were used to design a basic ranger training course.

3.8 Assessing and certifying competence

The register can be used to design competence-based qualifications and includes suggestions for how each competence might be demonstrated and assessed. Each category or level, or set of locally required competences could be used as the basis of a certified qualification. A leading example of such an approach is shown in Box 1.

Box 1

The WIO-COMPAS Programme

The Western Indian Ocean Programme for Certification of Marine Protected Area Professionals (WIO-COMPAS)¹⁶ has set internationally recognised standards of competence for Marine Protected Area (MPA) professionals at three levels: policy and planning, site management, and marine field operations. It rigorously assesses professionals' performance in these competencies and formally recognises and certifies candidates whose performance meets its standards. The programme also encourages marine protected area management

FAQ

Will the IUCN or WCPA provide certification for the competences?

There is no plan to introduce central global certification of competences, but separate guidance is being prepared on how to design and implement certification procedures linked to specific local needs.

3.9 Designing internal capacity development strategies and plans

The Competence Register can be used by protected area organisations as a basis for identifying their main functions and for designing organisational capacity development strategies. Institutionalising capacity development in this way can help to justify budget requests for capacity development and can motivate organisations to devote more effort to supporting staff development in a systematic and structured (rather than *ad hoc*) way. Box 2 and Box 3 show how adopting competence-based approaches has led to the development of official strategies that promote organisational development in Saint Lucia and Croatia.

3.10 Ensuring that projects investing in capacity development reflect local priorities and needs

Almost all donor-assisted projects for protected areas include capacity development elements. However, depending on the project development process, these may be more aligned to the specific outcomes of the project, than to the priorities of the beneficiary. The Competence Register can be used as a common platform for identifying capacity needs and negotiating project support between donor and beneficiary country or organisation. Such a process is likely to improve institutional ownership of capacity development and increase the chances of sustaining capacity development initiatives after projects finish.

agencies to base their recruitment and training of personnel on its competence standards. More than 60 people have been certified to date, and an evaluation of the programme in 2013 found that that 'a large number of the MPA [professionals] have significantly changed their approach to MPA management as evidenced by their greater confidence in tackling management issues; encouraging stakeholder collaboration and community-based management; assessing their staff performance; and better handling of park visitors'.¹⁷

¹⁶ <http://www.wio-compas.org/>

¹⁷ Sisitka, L., Ricci, G. and Squillante, L. (2013). *Certifying Marine Protected Area Professionals: Reflections on the first generation and setting a new course*. Zanzibar, Tanzania: WIO-COMPAS.

Table 12: A basic training course design based on competence assessments in Turkmenistan

Course 2	Basic Law Enforcement Skills for Rangers			
Duration	5 days			
Target group	All Rangers and Law Enforcement Staff			
Overall Purpose	To enable all rangers to complete their duties correctly			
Topic	Mode of Delivery	Time	Delivered by	Materials and equipment
<ul style="list-style-type: none"> ● Understand the laws and regulations affecting the site and its resources. ● Understand the powers and duties of the ranger. ● Understand and complete required paperwork for recording and reporting activities and events. ● Treat members of the public with respect and understanding during patrol and enforcement activities. 	<p>Classroom presentation. Practical exercise (form filling). Question and answer. Individual tests (form filling).</p>	<p>½ day.</p>	<p>National Ranger Training Team.</p>	<p>All relevant documentation and manuals.</p>
<ul style="list-style-type: none"> ● Recognise and identify signs and evidence of illegal or restricted activities in the field. ● Participate in patrol activities safely, effectively and with discipline. ● Participate in tactical enforcement operations(raids). ● Apprehend and detain suspects correctly and legally. ● Issue warnings and guidance for future conduct. ● Conduct searches, spot checks and inspections. ● Correctly secure and process a crime scene. ● Follow correct procedure for dealing with evidence and confiscated items. ● Correctly complete required paperwork for recording and reporting activities and events. ● Provide testimony in court. 	<p>Classroom presentation. Field-based instruction. Simulated patrols and raids. Individual practice and tests for correct procedures.</p>	<p>½ day class based. 3 days in the field.</p>	<p>National Ranger Training Team.</p>	<p>All relevant documentation and manuals. Venues and locations for practical training and exercises. Staff members willing to act the role of offenders in simulations.</p>
<ul style="list-style-type: none"> ● Deal effectively with hostile situations and defend oneself against physical attack. ● Care for and use firearms correctly and safely. 	<p>Theory in classroom. Practical instruction and practice.</p>	<p>1 day.</p>	<p>Trained professional instructors only.</p>	<p>Safe training and practice area. Firearms and safety equipment.</p>

Box 2

Development of a strategic plan for the Forests and Lands Resources Department in Saint Lucia

The competence assessment work in Saint Lucia whose results are shown in Table 12 led to a set of specific capacity development recommendations. These were incorporated into the official 10-year Strategic Plan for the Saint Lucia Forests and Lands Resources Department, which includes the following statement.

Special efforts are required to maintain a skilled, motivated and empowered workforce to implement the 2015–2025 Strategy. Establishing and maintaining the necessary skills and competences is a challenge, largely because of the declining opportunities for advanced study outside Saint Lucia. However, there are many options for building competence apart from short-term training or higher education abroad. Another particular challenge is ‘succession planning’, given that many of the Department’s most experienced staff are due to retire during the next few years.

A comprehensive, competence-based capacity needs self-assessment was completed by 65 staff from all sections and at all levels of the Forestry Department in 2015. To start to implement the recommendations from this assessment, the Department should appoint a senior member of staff as ‘Capacity Development Officer’, with responsibility for coordinating all capacity development activities. This person should focus on:

- *Identifying competences required by all key personnel and developing learning plans for them.*
- *Identifying and developing diverse opportunities for access to training and learning.*
- *Establishing systems of support and mentoring for staff.*

Securing resources for training and learning from the central budget of the Department, through special projects and through incorporating resources for capacity development into all donor-funded projects.

Box 3

National capacity building plan for protected area staff in Croatia

A national competence assessment of protected area staff in Croatia in 2013 was the starting point for the development and adoption of a national capacity building plan for protected area staff by the State Institute for Nature Protection, summarised below.

VISION

The agreed vision for capacity development for protected areas in Croatia is:

Competent, professional and motivated people are working in and efficiently managing protected areas in cooperation with stakeholders.

The 10-year strategy has three main programmes for achieving the vision, targeted at current protected area staff, new and future entrants and active partners.

PROGRAMME 1: DEVELOPING THE FRAMEWORK FOR PA PROFESSIONALISATION

The process of formal registration of official occupations connected to PA management is identified as a priority, since national occupational qualifications do not currently include occupations such as PA specialist or ranger.

PROGRAMME 2: CAPACITY BUILDING PROGRAMME

This programme will ensure a range of capacity development opportunities, ranging from formal learning programmes, induction courses, internal professional training and further extended opportunities for learning.

PROGRAMME 3: MONITORING AND RESOURCES FOR PROFESSIONAL DEVELOPMENT

The overall quality of professional development will be ensured through established monitoring of internal and external programmes and their trainers, and constant provision of financial, technical and knowledge resources through institutional budget lines and project proposals aiming at the implementation of segments of the plan.

3.11 Widening access to capacity development and protected area work

The competence approach is based on what you can do, not on who you are or on your rank or qualifications. Adoption of the competences can recognise the skills and contributions of volunteers, community members and those who are not conventionally qualified. It can also help to encourage adoption of a diversity of learning paths (apart from conventional training).

FAQ

Can the competences be used for other conservation workers who do not work in protected areas?

The competences were designed for protected area workers, but testing them has shown that they are highly relevant to anyone working in applied conservation.

3.12 Organising information

The categories of the register can be used as the main categories for organising information in a protected area, for example in libraries, filing systems and databases.

3.13 Providing evidence to support arguments for support for protected areas

The Competence Register demonstrates effectively just how complex and diverse modern protected area management can be. The various elements of the register can be used to provide evidence for requesting improved support and funding, for development of project and funding proposals and for arguing for better recognition of the importance of protected areas and those who work in them.

3.14 Browsing for ideas and guidance

When the competences, explanations and knowledge requirements are combined, they provide a comprehensive catalogue of guidance for all areas of protected area management and staff. Managers and staff can browse the register for ideas, inspiration and new approaches to management.

3.15 Cross-referencing the competences to other protected area and conservation support tools

The competences can be cross-referenced with various widely used plans and tools that support the improvement of protected area standards.

Programme of Work on Protected Areas

The Programme of Work on Protected Areas (PoWPA)¹⁸ provides structured guidance for Parties to the Convention on Biological Diversity to meet their obligation under Article 8 of the Convention. The PoWPA focuses on priority actions rather than competences, but many elements of the PoWPA are relevant to Level 4 of some categories within the register.

Management effectiveness tracking tool

The widely used protected area management effectiveness tracking tool (METT)¹⁹ includes assessments on thirty management issues. For each issue, assessors select which of four prescribed responses best describes the situation in the protected area being assessed. The METT score (expressed as a percentage of ideal effectiveness) is calculated from the results. METT measures performance of protected area organisations rather than individual competence, but as discussed in section 1.2; there is a correlation between good staff skills and good METT scores.

Conservation measures partnership open standards for conservation

The IUCN/Conservation Measures Partnership's open standards for conservation²⁰ provide a widely used framework for conservation planning. The toolkit for supporting the open standards includes a standard classification of conservation actions that can be cross-referenced to the Competence Register.

IUCN Green List

The IUCN Green List of Protected and Conserved Areas (GLPCA) is a new global standard for protected areas in the 21st Century, with the objective of improving the contribution that protected areas make to sustainable development through the conservation of nature and provision of associated social, economic, cultural, and spiritual values.

The IUCN GLPCA Global Standard is organised into four components that contribute to successful nature conservation in Protected Areas: Good Governance, Design and Planning, Effective Management and Successful Conservation Outcomes.

The Competence Register can be used to help identify the specific competences required to achieve many of the components of the Global Standard.²¹

¹⁸ <https://www.cbd.int/protected/pow/learnmore/intro/>

¹⁹ Available to download from http://assets.panda.org/downloads/mett2_final_version_july_2007.pdf

²⁰ <http://cmp-openstandards.org/>

²¹ <http://www.iucn.org/theme/protected-areas/our-work/green-list>

In Conclusion

The Global Register of Competences for Protected Area Practitioners is intended to act as a starting point for identification and use of local standards, for encouraging more focused and relevant training and learning and for improving the performance of individuals and organisations. More widely, it is hoped that it will act as a catalyst for promoting a global improvement in the recognition of protected area jobs and skilled occupations vital for the long-term well-being of both nature and people. Ultimately the goal is a measurable improvement in the performance of protected areas and other conserved areas in meeting international and national obligations and implementing their management plans.

The competence approaches described in this guide are not, however, the only requirement for improving the performance and profile of protected areas. The 'Attitude' part of the Skills-Knowledge-Attitude model is immensely important. Conservation success needs inspired, motivated, committed and courageous people, and those qualities cannot be described, codified or taught and learned as readily as can skills and knowledge. Success also needs

effective organisations and a society that recognises and embraces the need for conservation and protected areas. The competence categories on fundamental and advanced personal competences are intended to highlight the need for development of personal (sometimes known as 'soft') skills as well as technical and managerial competences, but much more work is required in this area.

Those using these materials should adopt and adapt them as required, but should do so in close consultation with people who are actually working in protected and conserved areas. Please acknowledge the use of the materials and if possible cross-reference your work to the Competence Register. Please also let the compiler know whether and how you are using the competences. This will enable others to learn from your work and will ensure that future versions can be refined on the basis of the experience of real users.

Mike Appleton can be contacted at wcpacapacitygroup@gmail.com for those interested in contributing to or finding out more about WCPA's work on capacity development.

Part 4

The Competence Register

The following tables show the main elements of the Competence Register. Full details of the competences in a searchable and sortable form, including suggestions for assessment and certification, are included in the Excel workbook that accompanies this publication.

GROUP A

PLANNING, MANAGEMENT AND ADMINISTRATION

Ensuring effective, efficient and equitable governance and management

CATEGORY PPP

PROTECTED AREA POLICY, PLANNING AND PROJECTS

Providing a strategic and rationally planned framework for protected area governance and management

PPP LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
PPP 4	PROTECTED AREA POLICY, PLANNING AND PROJECTS. LEVEL 4	Enable the establishment and integration of a protected area system within national and international polices and plans.	<ul style="list-style-type: none"> ● National and international protected area policies and designations. ● Relevant global best practice and examples (e.g. through IUCN, CBD Programme of Work on Protected Areas).
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
PPP 4.1	Coordinate development and updating of national protected area policy and legislation.	<ul style="list-style-type: none"> ● Taking a leading role in reviews of protected area policy and legislation. ● Drafting and/or reviewing new and revised legislation. ● Integrating PA issues within related sectoral policy and legislation. ● Contributing to National Environmental Action Plans and National Biodiversity Strategies and Action Plans. ● Contributing to setting targets for protected area systems. 	<ul style="list-style-type: none"> ● National policy and legislation regarding biodiversity and PAs. ● Roles of other relevant sectors and related policy and legislation. ● International best practice for PA policy and legislation.
PPP 4.2	Coordinate reviews of protected area policies, strategies and plans.	<ul style="list-style-type: none"> ● Taking a leading role in reviews of progress in implementing policies, strategies and action plans. ● Assessing progress towards achieving targets for individual PAs and the system as a whole. ● Leading preparation of reports on implementation of actions under conventions and other agreements (e.g. Ramsar, CBD, etc.). 	<ul style="list-style-type: none"> ● National policy and legislation regarding biodiversity and PAs. ● National plans affecting protected areas (e.g. Biodiversity Strategy and Action Plan). ● Relevant international conventions and agreements and their reporting requirements.

A	B	C	D
PPP 4.3	Coordinate processes for designing and establishing protected area systems.	<ul style="list-style-type: none"> ● Developing and directing plans for rational establishment/ expansion of a protected area system. ● Ensuring that PA systems meet requirements for coherence, adequacy and representativeness. ● Ensuring that individual protected areas are appropriately located and designed (in terms of size, shape, boundaries). ● Including a range of protected area categories and governance types. ● Developing national and/or regional PA System Plans/Master Plans. 	<ul style="list-style-type: none"> ● Relevant national legislation. ● Principles and practices of PA system planning. ● International best practice (including CBD guidance). ● IUCN protected area categories and governance types. ● Analytical processes such as gap analysis. ● Global/regional tools for identifying conservation priority areas (e.g. Key Biodiversity Areas). ● Design of ecological networks.
PPP 4.4	Coordinate processes for gazettement, categorising, establishing and modifying protected areas.	<ul style="list-style-type: none"> ● Leading the legal gazettement and establishment of protected areas according to national laws and regulations. ● Applying management categories according to national legislation and IUCN guidance. ● Leading the process for modifying protected areas according to national laws and regulations. ● Leading the establishment of regional networks of protected areas and conservation sites (e.g. Natura 2000 sites in the European Union). 	<ul style="list-style-type: none"> ● National legislation and regulations for PA proposal and legal designation. ● International best practice for PA proposal and legal designation. ● Special requirements for particular types of protected area (e.g. Marine Protected Areas, including those beyond the limits of national jurisdiction).
PPP 4.5	Coordinate processes for establishing and maintaining the status of internationally designated protected areas.	<ul style="list-style-type: none"> ● Leading the legal establishment of internationally designated areas (e.g. UNESCO World Heritage Sites, Biosphere Reserves, Ramsar Sites). ● Leading the process for identifying and designating internationally acknowledged conservation areas (e.g. Key Biodiversity Areas). ● Preparing full proposals using required processes, leading to successful designation. ● Conducting activities to monitor and maintain the status of internationally designated and acknowledged areas. 	<ul style="list-style-type: none"> ● National legislation and regulations for PA proposal and legal designation. ● Requirements and proposal processes for internationally designated sites. ● Requirements for internationally acknowledged areas. ● Reporting and monitoring requirements.

A	B	C	D
PPP 4.6	Coordinate processes for establishing ecological networks and connectivity between protected areas.	<ul style="list-style-type: none"> ● Developing and directing plans for the establishment of ecological networks, corridors, buffer zones, landscape linkages and other areas that complement protected area systems and improve connectivity. ● Developing plans for multifunctional landscape/ecosystem scale conservation (e.g. watershed management plans, ecoregional plans, ecological networks, etc.). ● Working with other sectors to establish required connectivity between PAs. ● Developing national and regional ecological network plans. 	<ul style="list-style-type: none"> ● Relevant national legislation and international best practice. ● Principles and practices of ecological network design and functions. ● Principles and practices for watershed management. ● International best practice regarding connectivity and ecological networks.
PPP 4.7	Coordinate processes for recognising and establishing indigenous peoples' and community conserved areas.	<ul style="list-style-type: none"> ● Seeking formal recognition of the principles of indigenous peoples' and community conserved areas (ICCAs). ● Working with local and indigenous peoples to identify and secure recognition of (ICCAs). 	<ul style="list-style-type: none"> ● Relevant national legislation. ● Principles of ICCA definition. ● Community-based governance and traditional management in the context of the region, sites and specific communities and indigenous peoples. ● Threats, issues and opportunities associated with ICCAs.
PPP 4.8	Coordinate trans-boundary protected area and conservation initiatives.	<ul style="list-style-type: none"> ● Working with equivalent authorities in neighbouring countries/ territories: <ul style="list-style-type: none"> – to harmonise laws, regulations, boundaries and zones of neighbouring protected areas. – to develop coordinated PA planning and management, sharing of information, monitoring and collaborative activities. 	<ul style="list-style-type: none"> ● Protected area systems and authorities in adjacent countries/territories. ● International best practice for transboundary protected area establishment and management.
PPP 4.9	Coordinate protected area system-wide responses to climate change and associated impacts.	<ul style="list-style-type: none"> ● Developing and directing plans for responses at the site and system level to impacts of climate change. ● Developing and directing plans for addressing specific impacts on vulnerable species and ecosystems. ● Developing and directing plans for addressing specific impacts on PA communities and economies. ● Proposing amendments to the national system of protected areas in response to climate change. ● Mobilising international support for climate change response (e.g. REDD +). 	<ul style="list-style-type: none"> ● International and national climate change policies, agreements and response schemes. ● Climate change forecasts and predicted impacts. ● Climate change concepts, response options and approaches (vulnerability, resilience, mitigation, adaptation, etc.).

A	B	C	D
PPP 4.10	Coordinate Strategic Environmental Assessments (SEAs) affecting protected areas.	<ul style="list-style-type: none"> ● Taking a leading role in SEA processes relevant to PAs and biodiversity conservation. ● Representing the interests of a protected area system in SEAs. 	<ul style="list-style-type: none"> ● Legislation and processes related to SEAs.
PPP 4.11	Coordinate measures for offsetting or securing compensation for damage to protected areas.	<ul style="list-style-type: none"> ● Establishing and implementing appropriate legal measures for compensation/redress. These may include: <ul style="list-style-type: none"> – Polluter pays principle. – Financial compensation for damage. – Biodiversity offsets. 	<ul style="list-style-type: none"> ● Operation, advantages and disadvantages of various compensation and redress schemes.
PPP 4.12	Coordinate initiatives to determine the value of the services provided by the ecosystems of protected areas.	<ul style="list-style-type: none"> ● Organising economic valuations of the social, cultural and ecological services provided by a PA, ecosystem or landscape using standard techniques. ● Explaining and promoting the concept and uses of the ecosystem services approach to national and regional authorities. 	<ul style="list-style-type: none"> ● Theory, principles and practices of ecosystem valuation. ● Principles of and options for payment for ecosystem services. ● Widely used approaches to valuing and applying ecosystem services (e.g. The Economics of Ecosystems and Biodiversity (TEEB))
PPP 4.13	Coordinate integration of protected area policy and management with other sectors.	<ul style="list-style-type: none"> ● Engaging with other sectors whose activities affect or are affected by protected areas. ● Seeking solutions to conflicting interests and activities. ● Identifying opportunities for cooperation in pursuit of shared interests and synergies. ● Encouraging other sectors to modify their plans and activities to improve biodiversity conservation and protected area connectivity. 	<ul style="list-style-type: none"> ● Details of major relevant sectors (e.g. forestry, water resources, agriculture, rural development, land use planning). ● Relevant laws and regulations.
PPP 4.14	Promote and enable management-oriented research to support protected area planning and management.	<ul style="list-style-type: none"> ● Identifying research priorities for improving protected area planning and management. ● Encouraging and enabling management-oriented research to take place on a national and site basis. ● Ensuring dissemination of research results and their incorporation into planning and management processes. 	<ul style="list-style-type: none"> ● Main research needs for protected areas in the system. ● Differences between ‘pure’ and management-oriented research. ● Details of relevant research institutions (nationally and internationally).

A	B	C	D
PPP 4.15	<p>Coordinate major proposals for support and funding for protected areas.</p>	<ul style="list-style-type: none"> ● Identifying and mobilising sources of national support for establishing and maintaining protected areas (e.g. through national policy, direct budget allocations, coordination with other sectors). ● Identifying and mobilising sources of international support for establishing and maintaining protected areas (e.g. through multilateral and bilateral donors, NGOs, etc.). ● Playing a leading role in development of proposals and negotiating agreements for support. ● Supporting protected area administrations to identify and develop projects. 	<ul style="list-style-type: none"> ● Major potential sources of funding and support. ● Procedures for designing projects and preparing proposals. ● Procedures for developing budgets and financial plans (see also FRM 4).
PPP 4.16	<p>Coordinate international initiatives for developing protected area policy and improving protected area planning and management.</p>	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to protected area policy, planning and management (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). ● Taking part in global policy development initiatives related to protected areas. 	<ul style="list-style-type: none"> ● International best practice regarding PA and biodiversity policy, legislation, planning and management. ● Main actors involved in developing international policy and best practice.

PPP LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
PPP 3	PROTECTED AREA POLICY, PLANNING AND PROJECTS. LEVEL 3	Direct development and implementation of strategies, plans and projects for achieving protected area goals.	<ul style="list-style-type: none"> ● Legislation and organisational policies and procedures for PA planning and management. ● Principles and processes of project design and planning.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
PPP 3.1	Direct the participatory development of a protected area management plan using a recognised format and process.	<ul style="list-style-type: none"> ● Developing medium- to long-term management strategies, objectives and plans covering all aspects of protected area management, according to a recognised comprehensive format and using a rational, participatory process. ● Ensuring adequate identification, participation and consideration of stakeholders in the process. ● Communicating the plan to PA staff and local stakeholders. 	<ul style="list-style-type: none"> ● National legislation and regulations for management planning. ● International practice on formats and processes for management planning. ● Methods for ensuring stakeholder participation.
PPP 3.2	Direct a structured threat assessment for a protected area.	<ul style="list-style-type: none"> ● Assessing and evaluating specific pressures and threats to a protected area using a structured process. ● Identifying resulting impacts. 	<ul style="list-style-type: none"> ● Application of standard threat assessment frameworks.
PPP 3.3	Direct the development of a protected area zonation system.	<ul style="list-style-type: none"> ● Rational identification of zones according to the functions and category of a protected area and defined criteria for zonation. ● Developing specific regulations for each zone. ● Ensuring adequate identification, participation and consideration of stakeholders in the process. 	<ul style="list-style-type: none"> ● National legislation and regulations for zonation. ● International best practice for zonation. ● Stakeholders of the PA and their needs, rights and priorities.

A	B	C	D
PPP 3.4	Direct development of project proposals and plans for a protected area using recognised formats and processes.	<ul style="list-style-type: none"> ● Identifying needs and opportunities for projects. ● Preparing proposals for donor or government assisted projects (targeted and time limited investments) using a prescribed format. ● Ensuring adequate identification and participation of stakeholders and implementation partners in the process. 	<ul style="list-style-type: none"> ● Main likely donors and required formats for proposals. ● Project identification and planning processes. ● Participatory approaches.
PPP 3.5	Direct implementation of projects and plans.	<ul style="list-style-type: none"> ● Ensuring that management plans and/projects are implemented in a timely and efficient manner according to plans/contracts. ● Preparing detailed plans for implementation. ● Monitoring and evaluating implementation against targets and objectives. ● Reporting on overall performance and impact. 	<ul style="list-style-type: none"> ● Project management techniques and processes. ● Relevant monitoring and reporting systems used by funders. ● Principles of monitoring and use of various types of indicator.
PPP 3.6	Direct the development of risk/disaster assessments and contingency plans.	<ul style="list-style-type: none"> ● Identifying the major threats and risks for major disasters to a protected area (e.g. fire, flood earthquake, pollution, drought, armed conflict, humanitarian crises). ● Preparing plans for minimising the risks and for dealing with disasters. ● Putting in place means for managing waste and controlling pollution (procedures, facilities, equipment). ● Putting in place means for dealing with disasters (acquiring equipment, design of infrastructure, training staff and stakeholders, etc.). 	<ul style="list-style-type: none"> ● The potential threats and risks to the PA and their impacts. ● Risk assessment and contingency planning techniques and procedures. ● Options for risk and threat reduction.
PPP 3.7	Direct identification and implementation of measures to address the impacts of climate change.	<ul style="list-style-type: none"> ● Identifying the major threats and risks to a protected area resulting from climate change (with respect to species, ecosystems, local communities and economies). ● Identifying options and preparing plans for avoidance, mitigation and adaptation. ● Putting in place means for monitoring climate change and its impacts and the effectiveness of interventions. ● Putting in place means for implementing plans (securing funding, raising awareness, training staff and stakeholders, etc.). 	<ul style="list-style-type: none"> ● The potential threats and risks to the PA resulting from climate change. ● Options and measures for avoidance, reduction, mitigation and adaptation. ● Specific schemes for supporting responses to climate change (e.g. REDD +).

A	B	C	D
PPP 3.8	Direct the planning, implementation and monitoring of major construction projects.	<ul style="list-style-type: none"> ● Preparing plans for the location and specifications of physical infrastructure. ● Working with designers, architects and developers to ensure appropriate specifications for major structures and installations (e.g. visitor centres, ranger stations, tourism facilities, roads, bridges, etc.). ● Ensuring that environmental, landscape and social impacts are minimised. ● Ensuring that infrastructure and construction projects by other parties in a protected area conform to agreements and regulations and are subject to required impact assessments. 	<ul style="list-style-type: none"> ● Laws and regulations for urbanisation and construction. ● Design and construction parameters, principles and practices. ● Official processes for tendering and awarding contracts. ● Main stages and actors in design and construction process. ● EIA processes (see PPP 3.10).
PPP 3.9	Coordinate protected area management with activities of neighbouring land and resource owners and users.	<ul style="list-style-type: none"> ● Identifying owners, rights holders and resource users that neighbour a protected area or operate inside it. ● Ensuring their compliance with laws, regulations and agreements. ● Working with neighbours to secure and protect the integrity of a protected area and its resources. ● Developing collaborative plans and projects to further the objectives of a protected area. 	<ul style="list-style-type: none"> ● Details of major owners, resource users and rights holders inside and outside the PA (e.g. forestry, water resources, agriculture, local communities). ● Relevant laws and regulations.
PPP 3.10	Contribute to Environmental Impact Assessments (EIAs) of projects and proposals affecting a protected area.	<ul style="list-style-type: none"> ● Providing factual information to EIA processes and proposing measures for impact avoidance and mitigation. ● Representing the interests of a protected area at hearings. ● Coordinating responses to draft EIAs. 	<ul style="list-style-type: none"> ● Principles of EIA. ● Legislation and processes related to EIA.

CATEGORY ORG
ORGANISATIONAL LEADERSHIP AND DEVELOPMENT

Establishing and sustaining well governed, managed and led organisations for protected area management

ORG LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ORG 4	ORGANISATIONAL LEADERSHIP AND DEVELOPMENT. LEVEL 4	Enable establishment of structures and systems for effective and appropriate protected area system governance and management.	<ul style="list-style-type: none"> ● National legislation, regulations and organisational policies regarding PA management and administration. ● Principles and practices of good governance and management. ● Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD Programme of Work on Protected Areas).
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
ORG 4.1	Establish system-wide standards and practices for effective and efficient management and administration of protected areas.	<ul style="list-style-type: none"> ● Defining targets and objectives for strengthening the overall system of management and administration for a system of PAs, in line with national legislation and international good practice. ● Developing and introducing norms, standards, standard operating procedures and technical guidance to ensure effective PA management (for example for administration, human resource management, health, safety and security, management planning, etc.). ● Assessing the performance and effectiveness of PA administrations and supporting PA Directors to implement required measures for improvement. 	<ul style="list-style-type: none"> ● Institutional analysis techniques (e.g. vision and mission identification, situation analysis, stakeholder analysis, SWOT analysis, identification of institutional objectives and priorities). ● National legislation and institutional norms and standards for management and administration. ● Best practice for management and administration of organisations.

A	B	C	D
ORG 4.2	Establish system-wide mechanisms for participation and good governance.	<ul style="list-style-type: none"> ● Ensuring that appropriate systems and processes for good governance are instituted across a protected area system. ● Ensuring that stakeholders are officially enabled to participate in planning and decision making, using a range of appropriate techniques for consultation and collaborative management. <ul style="list-style-type: none"> – In individual protected areas in the system. – At the national level. 	<ul style="list-style-type: none"> ● National and international legislation, agreements and regulations regarding public participation and transparency. ● Principles and practices of participation. ● Principles and practices of good governance. ● IUCN PA governance categories.
ORG 4.3	Build organisational capacity of protected area authorities for management and governance.	<ul style="list-style-type: none"> ● Ensuring that the central authority has the personnel, resources and technical capacity to fulfil its functions (e.g. providing oversight and monitoring of a protected area system, providing up-to-date guidance and support for directors and personnel, managing information related to the planning and management of the system, developing policies and legislation). ● Identifying organisational capacity needs of protected areas within the system. ● Developing norms and standards for adequate organisational capacity of protected areas. ● Identifying sources of support and lobbying for improvements. See also HRM 4 and FRM 4. 	<ul style="list-style-type: none"> ● Principles and practices of organisational capacity development. ● National policies and practices for administering and resourcing PAs. ● Options for securing resources and improving capacity.
ORG 4.4	Identify and evaluate risks to protected area institutions and introduce risk management and contingency planning measures.	<ul style="list-style-type: none"> ● Ensuring that the main risks to the effective management of a protected area system and individual PAs have been identified, and that strategies and plans are in place to address these. ● Risks may include financial uncertainties, administrative failures, project failures, legal liabilities, accidents, etc. ● Ensuring rapid response to major administrative failures. 	<ul style="list-style-type: none"> ● Potential risks and impacts to effective management and administration. ● Contingency planning procedures.
ORG 4.5	Promote the adoption of new approaches, tools and techniques for managing protected areas across the system.	<ul style="list-style-type: none"> ● Gathering and disseminating information and promoting knowledge about 'latest' and 'best practice' approaches based on national and international innovations, conventions and agreements, IUCN guidelines, etc. ● Assessing needs and opportunities for deploying new approaches that are appropriate and affordable. 	<ul style="list-style-type: none"> ● Latest developments in national policy and legislation regarding PAs, natural resources and related sectors. ● Experiences and reports from PAs in the system. ● Latest developments in international policy and best practice for PA management.

A	B	C	D
ORG 4.6	<p>Promote the adoption of new technologies for managing protected areas across the system.</p>	<ul style="list-style-type: none"> ● Gathering and disseminating information and promoting new technologies that support protected area management. ● Assessing needs and opportunities for deploying new technologies that are appropriate, affordable and sustainable. 	<ul style="list-style-type: none"> ● Available and potential future technologies that can support protected area management. ● Management activities that could potentially be aided by technological solutions. ● Advantages, disadvantages, risks and benefits of technological solutions.
ORG 4.7	<p>Monitor and review performance and effectiveness of protected areas across the system.</p>	<ul style="list-style-type: none"> ● Directing the collation and analysis of reports from PA Administrations. ● Making use of standard monitoring and reporting systems (e.g. Management Effectiveness Tracking Tool). ● Disseminating statistics, analyses and conclusions. ● Identifying and disseminating lessons learned and recommendations. 	<ul style="list-style-type: none"> ● Monitoring and reporting systems used by PA authorities. ● Approaches and tools for measuring performance and management effectiveness using standard indicators. ● Methods for effective communication of results and feedback.

ORG LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ORG 3	ORGANISATIONAL LEADERSHIP AND DEVELOPMENT. LEVEL 3	Provide strategic and effective direction, leadership and management of a protected area.	<ul style="list-style-type: none"> ● Legislation and organisational policy and procedures for management and administration. ● Principles and practices of organisational capacity development. ● Principles and practices of good governance, participation and partnership building.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
ORG 3.1	Build the organisational capacity of a protected area administration.	<ul style="list-style-type: none"> ● Working effectively towards clearly identified and justified targets for improving organisational capacity (governance, management structure and style, strategies and plans, human resources, processes and systems, facilities and resources). ● Identifying and securing support to improve organisational capacity. ● Monitoring the performance of the organisation. ● See also FRM 3, HRM 3. 	<ul style="list-style-type: none"> ● Principles and practices of organisational capacity development. ● National policies and practices for administering and resourcing PAs. ● Details of the PA management plan, staffing plan, business plan. ● Options for securing resources and improving capacity.
ORG 3.2	Establish procedures for strategic, planned and adaptive management of a protected area.	<ul style="list-style-type: none"> ● Adopting a strategic, structured and planned approach to management (as opposed to ad hoc and passive/reactive management). ● Preparing and adopting management strategies and operational plans. ● Establishing means for regular reviews of management effectiveness and efficiency, and of adoption of planned programmes of management. 	<ul style="list-style-type: none"> ● Strategic and management planning. ● Principles and practice of adaptive management.

A	B	C	D
ORG 3.3	Establish regular and systematic planning and monitoring of management activities.	<ul style="list-style-type: none"> ● Preparing periodic (e.g. annual) work plans for implementation of strategies, plans and projects. ● Rationally allocating resources for implementation of work plans. ● Monitoring of completion of plans. 	<ul style="list-style-type: none"> ● Strategic and management planning. ● Work planning techniques and formats. ● Staff and resources available to the protected area.
ORG 3.4	Establish systems and procedures to ensure high standards of ethics and behaviour among staff and partners.	<ul style="list-style-type: none"> ● Taking positive steps to avoid, prevent and resist illegal and/or dishonest behaviour and corruption within the institution and in its relations with others. ● Taking positive steps to ensure that personnel and partners behave appropriately and respect human rights and dignity. ● Taking appropriate action to investigate problems and respond where necessary. ● Supporting personnel and partners in reporting and addressing illegal/dishonest/unethical activities. 	<ul style="list-style-type: none"> ● Prevalent forms of dishonest/illegal behaviour likely to affect the PA and its personnel and partners. ● National and international legislation and principles regarding corruption and human rights. ● Methods of preventing/avoiding/resisting dishonest/illegal behaviour.
ORG 3.5	Build networks and develop collaborative relationships with other organisations.	<ul style="list-style-type: none"> ● Adopting an ‘outward looking’ approach to management. ● Identifying partners among other PAs, authorities and agencies, community and civil society organisations and private sector organisations. ● Maintaining networks and developing appropriate cooperation. ● Negotiating local agreements to support management of a protected area (e.g. with businesses, local landowners, users, occupiers, managers, local communities, local authorities, NGOs, etc.). 	<ul style="list-style-type: none"> ● The full range of stakeholders with an interest in the PA. ● The mandates, functions, roles and rights of all relevant institutions. ● The rights, needs and priorities of PA communities. ● Methods for communication, networking and partnership building.
ORG 3.6	Ensure establishment and implementation of participation and good governance.	<ul style="list-style-type: none"> ● Creating (in consultation with PA stakeholders, including local communities) appropriate structures and processes that establish and formalise their rights to participate in management. ● Establishing mechanisms for PA communities to participate in decision making and assessment of management of a protected area and to address concerns and conflicts. ● Establishing mechanisms for PA personnel to participate in planning, decision making and evaluation processes. ● Ensuring transparency in planning, decision making and evaluation processes. ● Introducing agreed forms of co-management, devolved management, establishment of buffer zones, community conserved zones, etc. 	<ul style="list-style-type: none"> ● The full range of stakeholders with an interest in the PA. ● Principles and practices of participation and various forms of participatory governance. ● IUCN Governance Categories.

A	B	C	D
ORG 3.7	Establish systems and procedures for ensuring health, safety and security in a protected area.	<ul style="list-style-type: none"> ● Maintaining and monitoring the health, safety and security of all personnel under the responsibility of a protected area administration. ● Maintaining and monitoring the health, safety and security of visitors, users and PA communities. ● Ensuring that infrastructure and equipment are safe and that safety equipment and measures are in place. ● Introducing contingency plans for emergencies and disasters. ● Ensuring that appropriate forms of insurance are in place. ● See also HRM 3. 	<ul style="list-style-type: none"> ● Legislation relevant to health, safety and security. ● Health, safety and security audit techniques. ● Best practice for health, safety and security. ● Main threats to health, safety and security. ● Options for insurance and compensation.
ORG 3.8	Promote and implement change and innovation in management of a protected area.	<ul style="list-style-type: none"> ● Enabling and promoting the identification, development and introduction of new management approaches and practices, based on best practice elsewhere and on the lessons learned from management of a protected area. ● Promoting the adoption and use of available new technologies to support management of a protected area. ● Directing a protected area through processes of administrative and organisational change. 	<ul style="list-style-type: none"> ● Latest legislation and regulations relevant to PA management. ● Results of research, projects, activities in other PAs and institutions. ● International best practice and experience. ● New tools and technologies that can support PA management. ● Principles of change management.
ORG 3.9	Ensure effective management of information and knowledge.	<ul style="list-style-type: none"> ● Capturing, developing, sharing, and effectively using information and knowledge acquired by the institution, its personnel and stakeholders. ● Maintaining updated, organised, secure and backed up information records. ● Enabling sharing and use of knowledge. ● Making use of knowledge in planning, decision making and adaptive management. 	<ul style="list-style-type: none"> ● Principles and practice of knowledge and data management. ● Information security protocols. ● Legal requirements for data management, access and use. ● Systems for information storage and retrieval.
ORG 3.10	Secure certified recognition of the quality of management of a protected area.	<ul style="list-style-type: none"> ● Acquiring a recognised assured quality standard (e.g. ISO 9000 (Quality Management), ISO 14000 (Environmental Management), ISO 24000 (Social Responsibility), IUCN Green List). 	<ul style="list-style-type: none"> ● Range, criteria and processes of quality assurance systems.

CATEGORY HRM

HUMAN RESOURCE MANAGEMENT

Establishing an adequate, competent, well managed and supported work force for protected areas

HRM LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 4	HUMAN RESOURCE MANAGEMENT. LEVEL 4	Enable protected area system-wide availability of a work force that is sufficient in number, competent, adequately resourced and supported.	<ul style="list-style-type: none"> ● Principles and practices of human resource management at the organisational level. ● Relevant legislation, norms, standards and procedures. ● Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD Programme of Work on Protected Areas).
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
HRM 4.1	Institute system-wide human resource management policies and procedures.	<ul style="list-style-type: none"> ● Establishing norms for: numbers of personnel and organisational structures; standard job descriptions; required competences; transparent and merit-based procedures for recruitment and advancement of personnel; training and professional development; accident insurance; equality of opportunity, diversity and inclusion. 	<ul style="list-style-type: none"> ● National legislation for employment. ● Institutional norms and standards for employment and personnel management.

A	B	C	D
HRM 4.2	Develop and institutionalise capacity development programmes for protected area personnel.	<ul style="list-style-type: none"> ● Ensuring that capacity needs are identified and programmes of capacity development are made available to all personnel. ● Establishing organisational norms, budgets and programmes for capacity development. ● Introducing measures and opportunities for capacity development in the work place (e.g. coaching, mentoring, knowledge sharing, self-directed learning, access to e-learning). ● Working with universities, colleges and other providers to: a) ensure that training and education programmes include competences required for protected area management; and b) ensure that that learning opportunities are available to employed staff (e.g. through modular programmes, e-learning, credit accumulation). 	<ul style="list-style-type: none"> ● Capacity needs of PA personnel and needs assessment techniques. ● Methods for building individual capacity. ● Availability of capacity development opportunities. ● Main providers of capacity development and training.
HRM 4.3	Promote the professionalisation of protected area management at the national level.	<ul style="list-style-type: none"> ● Introducing and promoting measures for increasing the professional status of PA management. ● For example: official recognition of PA management as a profession/ occupation, introduction of performance and competence standards, furthering opportunities for and access to training, education and professional development and to validated qualifications. 	<ul style="list-style-type: none"> ● Principles of professional standards. ● The national educational system. ● Protected area competence frameworks.
HRM 4.4	Contribute to international initiatives for human resource management and capacity development in protected areas.	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to the field of human resource management and capacity development in protected areas. ● For example: through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc. 	<ul style="list-style-type: none"> ● International examples and best practice in human resource management and capacity development.

HRM LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 3	HUMAN RESOURCE MANAGEMENT. LEVEL 3	Ensure that protected area personnel are sufficient, competent and well managed, led and motivated.	<ul style="list-style-type: none"> ● Legislation and organisational policy and procedures for HR management. ● Principles and practices of HR management. ● Principles and practices of capacity assessment and development.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
HRM 3.1	Identify personnel needs and structures for a protected area administration, define position descriptions and set performance standards.	<ul style="list-style-type: none"> ● Developing organisational structures and assigning personnel to positions in the structure. ● Identifying competences required for all positions. ● Preparing descriptions and performance requirements for all positions. 	<ul style="list-style-type: none"> ● Norms for organisational structures, job descriptions, etc. ● Options for personnel organisation and institutional structures (e.g. vertical or horizontal structures). ● Competence-based approaches to human resource planning and management.
HRM 3.2	Oversee and ensure adoption of comprehensive personnel procedures within a protected area administration.	<ul style="list-style-type: none"> ● Ensuring fair and transparent compliance with procedures for staff recruitment, advancement, evaluation, grievance, discipline, etc. ● Ensuring compliance with labour and employment law, norms for employment of PA personnel, standards for equality, opportunity and diversity. ● 'Personnel' include permanent and temporary staff, volunteers, helpers and regular collaborators. 	<ul style="list-style-type: none"> ● Employment legislation. ● Norms and standards for personnel procedures.

A	B	C	D
HRM 3.3	Ensure suitable working conditions, welfare, health, safety and security for personnel and other protected area users.	<ul style="list-style-type: none"> ● Ensuring safe and healthy working conditions for personnel (full time staff, part time staff, volunteers, collaborators). ● Ensuring that infrastructure and equipment are safe and well maintained. ● Ensuring that safety equipment is provided and maintained. ● Conducting risk assessments for work activities. ● Providing and maintaining first aid equipment and facilities. ● Implementing special measures to ensure the security of vulnerable staff. ● Developing procedures for dealing with emergencies. ● Providing access to adequate accident and health insurance for personnel. ● Providing required instruction, briefings and training. 	<ul style="list-style-type: none"> ● Health and safety legislation. ● Risk assessment and health and safety audit and planning procedures. ● Security audit techniques. ● Main risks and hazards affecting PA personnel.
HRM 3.4	Identify capacity development needs of personnel, stakeholders and partners.	<ul style="list-style-type: none"> ● Conducting structured assessments of capacity development needs. ● Recommending programmes of capacity development according to needs analysis, competence needs and requirements/capacities of target groups. 	<ul style="list-style-type: none"> ● Capacity needs assessment and analysis procedures. ● Training and learning approaches and techniques. ● Range of learning and training opportunities available.
HRM 3.5	Institute capacity development programmes for protected area personnel, stakeholders and partners.	<ul style="list-style-type: none"> ● Providing access to relevant learning and training opportunities for all personnel. For example: formal learning leading to recognised qualifications; short-term training; competence-based learning; and informal learning in the work place (e.g. coaching, mentoring, knowledge and skills sharing). ● Collecting and evaluating results and impacts of capacity development. 	<ul style="list-style-type: none"> ● Principles of adult learning. ● Development needs of personnel (staff, stakeholders, partners, etc.). ● Capacity development principles and practices. ● Opportunities for building individual capacity (formal and informal). ● Options for workplace learning (in addition to training).

HRM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 2	HUMAN RESOURCE MANAGEMENT. LEVEL 2	Lead and support teams and individuals conducting protected area work.	<ul style="list-style-type: none"> ● Principles and practices of supervisory management. ● Principles and practices of capacity development and adult learning.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
HRM 2.1	Prepare work plans and monitor their implementation.	<ul style="list-style-type: none"> ● Developing detailed work plans for teams and individuals. ● Identifying personnel and resources required to implement work plans. ● Monitoring and guiding performance of staff and checking results. ● Providing feedback to teams and individuals. ● Providing reports to senior staff. 	<ul style="list-style-type: none"> ● Personnel procedures of the PA. ● The goals, objectives and required outputs of the management plan and work plans of the protected area. ● Structured approaches to work planning.
HRM 2.2	Supervise, motivate and evaluate performance of individuals and teams.	<ul style="list-style-type: none"> ● Providing detailed instructions and direction to individuals and teams. ● Ensuring observance of personnel procedures. ● Ensuring health, safety and welfare of personnel. ● Ensuring effective and efficient completion of assigned tasks. ● Providing feedback on performance and guidance on improvement. 	<ul style="list-style-type: none"> ● Personnel procedures of the PA. ● Motivational and instructional techniques. ● Technical details of the tasks to be completed.
HRM 2.3	Identify causes of poor performance and workplace conflicts and recommend appropriate actions.	<ul style="list-style-type: none"> ● Identifying reasons for substandard performance by individuals and teams. ● Identifying causes of workplace conflict. ● Taking steps to rectify issues. ● Providing reports to senior management and initiating formal procedures if required. 	<ul style="list-style-type: none"> ● Communication techniques for listening and providing feedback. ● Conflict resolution techniques. ● Personnel procedures of the PA.

A	B	C	D
HRM 2.4	Plan and organise delivery of training and learning activities.	<ul style="list-style-type: none"> ● Preparing training and learning plans according to identified needs. ● Designing and short training courses, sessions/events involving both theoretical and practical elements. ● Organising training/learning programmes, engaging trainers, coordinating with training organisations, etc. ● Assessing the quality and impact of training. 	<ul style="list-style-type: none"> ● Training and learning needs assessment techniques. ● Options for provision and delivery of training and learning. ● Methods for assessing the impact of training and learning.
HRM 2.5	Maintain personnel and activity records.	<ul style="list-style-type: none"> ● Collating and storing time sheets, attendance records and activity records. ● Keeping updated records of individual personnel employed by the organisation (full time, part time, contract staff, consultants, volunteers). ● Records may include individuals' employment history, accomplishments, goals, feedback, disciplinary action (if any), capacity development, recognition and promotions. ● Ensuring that records are secure and comply with data protection legislation. 	<ul style="list-style-type: none"> ● Personnel file procedures and systems of the organisation. ● Data protection and security legislation and requirements.

HRM LEVEL 1

HRM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
HRM 1	HUMAN RESOURCE MANAGEMENT. LEVEL 1	Supervise and instruct small work teams to complete specific tasks.	<ul style="list-style-type: none"> ● Relevant policies and operating procedures. ● Principles of supervisory management. ● Communication skills.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
HRM 1.1	Supervise and motivate work groups in completing practical tasks.	<ul style="list-style-type: none"> ● Ensuring that small work groups complete assigned practical tasks (field work, clerical, administrative, etc.) in an effective and efficient way, according to instructions. 	<ul style="list-style-type: none"> ● Basic supervisory and motivational techniques. ● Personnel procedures of the organisation. ● Details of technical tasks to be completed.
HRM 1.2	Maintain and submit records of work activities.	<ul style="list-style-type: none"> ● Completing attendance records, time sheets and activity records correctly for oneself and for work teams. ● Submitting required records correctly and on time. 	<ul style="list-style-type: none"> ● Work recording systems of the organisation.

CATEGORY FRM

FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT

Ensuring that protected areas are adequately financed and resourced, and that resources are effectively and efficiently deployed and used

FRM LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 4	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 4	Enable availability of adequate physical and financial resources across a protected area system, and ensure their effective and efficient use.	<ul style="list-style-type: none"> ● National budgeting and fiscal policies and procedures. ● Principles and practices of business planning and financial management. ● Benefits and services provided by protected areas. ● Potential sources of international funding and support for protected areas. ● Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD Programme of Work on Protected Areas).
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FRM 4.1	Coordinate mobilisation of funding for protected areas.	<ul style="list-style-type: none"> ● Preparing financial analyses, long-term financial plans and financial forecasts for the management and expansion of a protected area system. ● Preparing annual budgets based on rational analysis of management requirements. ● Identifying funding gaps and shortfalls. ● Securing adequate/improved central funding for protected areas. ● Identifying and mobilising potential sources of external funding and support (e.g. from donors, projects, partnerships, etc.). See also PPP 4. ● Developing new approaches to sustainable PA financing (e.g. tourism charges for entrance and services, fees for resource use, payments for ecosystem services, appeals and campaigns, etc.). 	<ul style="list-style-type: none"> ● Legislation, regulations and norms regarding financial planning and management. ● National policy for budgeting and financing PAs. ● Opportunities for donor support for PAs. ● Options for payments for ecosystem services from PAs. ● Range of possible self-funding methods for PAs.

A	B	C	D
FRM 4.2	Coordinate mobilisation of physical resources for protected areas.	<ul style="list-style-type: none"> ● Identifying material needs of protected areas across the system (infrastructure, equipment, consumables, etc.). ● Ensuring that protected areas are adequately resourced according to their needs. ● Ensuring that resources are inventoried, monitored and maintained. ● Preparing and presenting justified arguments for investment in a protected area system. ● Identifying innovative ways to secure adequate resources (e.g. sponsorship, resource sharing, recycling and reusing, etc.). 	<ul style="list-style-type: none"> ● Legislation, regulations and norms regarding procurement, management and maintenance of physical resources. ● Opportunities for improving efficiency of use of resources. ● Options for sponsorship and donation of physical resources.
FRM 4.3	Institute system-wide policies, procedures and norms for financial and resource management.	<ul style="list-style-type: none"> ● Introducing comprehensive, system-wide financial policies and procedures. ● Establishing standards for adequate and balanced financing of protected areas. ● Establishing norms for budgeting, financial planning, management and reporting across a protected area system. ● Establishing norms for physical resource procurement, management, maintenance and reporting across a protected area system. ● Introducing measures to prevent and detect financial mismanagement and impropriety. 	<ul style="list-style-type: none"> ● National legislation for financial management and taxation. ● Institutional norms and standards for budgeting, financial management and reporting. ● Institutional norms and standards for procurement, inventory, maintenance and replacement of physical assets.
FRM 4.4	Contribute significantly to international initiatives for financing and resourcing protected areas.	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to PA financing (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● International examples and best practice in PA financing and resourcing.

FRM LEVEL 3

FRM LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 3	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 3	Identify and secure adequate financial and physical resources for management of a protected area and ensure their effective and efficient use.	<ul style="list-style-type: none"> ● Legal and organisational procedures and requirements for financial management. ● Principles and practices of bookkeeping and financial management.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FRM 3.1	Ensure compliance with legislation and required procedures for financial management and use and allocation of resources.	<ul style="list-style-type: none"> ● Introducing adequate procedures for financial management and management of material assets. ● Ensuring correct accounting and preventing/addressing all forms of mismanagement or misuse. ● Ensuring correct management and documentation of material assets (equipment and infrastructure). ● Ensuring compliance with regulations, for managing and reporting income and for taxation. ● Meeting all requirements for reporting, for audit/inspection and for maintenance of inventory records. 	<ul style="list-style-type: none"> ● Legislation, regulations and norms relevant to the management of finances and assets of PAs. ● Professional procedures for accounting, bookkeeping and inventory management.
FRM 3.2	Prepare a protected area business plan/sustainable financing plan.	<ul style="list-style-type: none"> ● Developing a budget and medium-term ‘business plan’ or ‘financial sustainability plan’ for a PA (linked to a management plan). ● Identifying available funding and the ‘funding gap’ between available funds and the requirements of the budget. ● Identifying strategies and options for filling the funding gap. 	<ul style="list-style-type: none"> ● Theory and practice of business and/or financial sustainability planning. ● Current policies and practices for funding PAs. ● Options and sources for increasing/diversifying funding.

A	B	C	D
FRM 3.3	Prepare annual budgets, financing and resourcing plans.	<ul style="list-style-type: none"> ● Preparing annual/medium-term budgets for a protected area linked to the business plan and/or management plan. ● Preparing annual plans for income and expenditure to achieve balanced budgets and maintain cash flow. ● Identifying requirements for recurrent costs, purchases, investments, procurements, etc. ● Developing budgets and financing plans for projects and grants. 	<ul style="list-style-type: none"> ● Legislation, regulations and norms for budgeting. ● Financial planning and accounting procedures. ● Details of the PA management plan and business plan.
FRM 3.4	Direct preparation of financial reports and information required for audits.	<ul style="list-style-type: none"> ● Preparing annual financial reports according to institutional and legal requirements. ● Ensuring all information is in place for formal audits. 	<ul style="list-style-type: none"> ● Legislation, regulations and procedures regarding financial reporting and auditing.
FRM 3.5	Identify and secure funding for protected area management.	<ul style="list-style-type: none"> ● Presenting justified annual budget requests to parent organisations and funding agencies. ● Identifying and mobilising new sources of funding for a protected area (e.g. through projects, locally generated income, etc.). ● Preparing project budgets according to donor requirements. ● See also PPP 3. 	<ul style="list-style-type: none"> ● Legislation, regulations and norms relevant to funding of PAs. ● Policies and criteria used by funding agencies.
FRM 3.6	Identify and secure physical resources required for protected area management.	<ul style="list-style-type: none"> ● Preparing resource needs assessments based on obligations and needs of a protected area. ● Identifying requirements for physical infrastructure, materials and equipment and recurrent costs. ● Identifying where and how to secure the required resources (e.g. through government, external grants, resource sharing, etc.). ● Overseeing procedures for procurement of goods and services. 	<ul style="list-style-type: none"> ● Legislation, regulations and norms regarding resourcing of protected areas. ● Sources of support for acquisition of resources. ● Procurement procedures of supporting organisations and donors.
FRM 3.7	Negotiate and oversee contracts and financial terms for constructions, concessions and management agreements.	<ul style="list-style-type: none"> ● Contracting for concessions for provision of tourism and recreation services, collection of natural resources, forestry management, etc. ● Ensuring compliance with all requirements for transparency and fairness in negotiation and awarding of contracts. 	<ul style="list-style-type: none"> ● Legislation, regulations and norms regarding contracts and concessions in PAs. ● Details of policies and options for contracting in the PA.

FRM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 2	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 2	Manage, monitor and account for financial and other resources required for managing a protected area.	<ul style="list-style-type: none"> ● Organisational policies and procedures for financial management and inventory. ● Principles and practices of bookkeeping. ● Record keeping and organisation.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
FRM 2.1	Keep books, accounts and inventory records.	<ul style="list-style-type: none"> ● Entering financial information into a standard bookkeeping system (computerised or manual). ● Maintaining records of assets (infrastructure, equipment and materials). ● Managing payroll processes and documentation. 	<ul style="list-style-type: none"> ● Required accounting legislation and practices. ● Bookkeeping and accounting system of the organisation.
FRM 2.2	Prepare reports on finances and assets.	<ul style="list-style-type: none"> ● Producing reports and forecasts on income and expenditure. ● Producing reports on income and tax liability. ● Preparing required financial reports and reports on assets and inventory. ● Completing all requirements for preparation for audit and inspection. 	<ul style="list-style-type: none"> ● Accounting legislation and practices. ● Accounting system of the organisation. ● Tax regulations applying to the protected area. ● Audit and inspection requirements and procedures.
FRM 2.3	Manage cash and cash transactions.	<ul style="list-style-type: none"> ● Following correct procedures for handling cash payments (from sale of goods and services, entrance fees, etc.), cash advances and expenditure and cash records. ● Maintaining 'petty cash' and associated records. 	<ul style="list-style-type: none"> ● Required accounting legislation and practices. ● Bookkeeping system of the organisation. ● Cash management procedures.

A	B	C	D
FRM 2.4	Conduct procurement and purchasing according to prescribed procedures.	<ul style="list-style-type: none"> ● Following specified procedures for procuring/purchasing goods and services according to budgets and financial plans and using standard methods. ● Ensuring all procedures are conducted honestly and transparently. ● Maintaining accurate records and documentation. 	<ul style="list-style-type: none"> ● Legislation regarding procurement and purchasing. ● Procurement and purchasing procedures of the organisation and of donors.
FRM 2.5	Identify costs and material requirements for work activities.	<ul style="list-style-type: none"> ● Accurately calculating/estimating the resource requirements for implementing projects and operational plans. ● Preparing basic operational budgets and procurement plans. ● Maintaining accurate records and documentation. 	<ul style="list-style-type: none"> ● Basic budgeting principles and practices. ● Material needs for common management tasks. ● Estimation of needs for materials.
FRM 2.6	Ensure availability and maintenance of assets, equipment, stores and supplies.	<ul style="list-style-type: none"> ● Managing and updating inventories (infrastructure, equipment and supplies). ● Identifying purchasing, replacement and maintenance needs. ● Maintaining required documentation. ● Maintaining insurance cover. 	<ul style="list-style-type: none"> ● Asset and inventory management procedures of the organisation. ● Recurrent needs of the organisation for equipment and supplies.
FRM 2.7	Manage vehicles and their use.	<ul style="list-style-type: none"> ● Ensuring appropriate use and maintenance of vehicle fleets (land or water transport). ● Ensuring that adequate insurance is in place. ● Ensuring that drivers/users are suitably qualified and trained. ● Preventing misuse of vehicles. ● Ensuring that log books and fuel purchases are correctly documented. ● Dealing with accidents and breakdowns. ● Identifying purchasing, replacement and maintenance needs. 	<ul style="list-style-type: none"> ● Vehicle use policies and procedures of the organisation. ● Legislation regarding vehicle condition and use.

FRM LEVEL 1

FRM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FRM 1	FINANCIAL AND OPERATIONAL RESOURCES MANAGEMENT. LEVEL 1	Account for money and resources provided for specific activities.	<ul style="list-style-type: none"> ● Basic financial procedures. ● Relevant policies and operating procedures. ● Numeracy and literacy.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FRM 1.1	Collect and present evidence of expenditure and other financial transactions.	<ul style="list-style-type: none"> ● Keeping simple records of transactions (e.g. collecting receipts). ● Managing and accounting for small amounts of cash. ● Providing basic summary reports on expenditure. 	<ul style="list-style-type: none"> ● Basic financial record-keeping procedures and requirements of the organisation.
FRM 1.2	Maintain records of materials, equipment and supplies.	<ul style="list-style-type: none"> ● Following procedures for record keeping of equipment, supplies, consumables, etc. ● Reporting on requirements for purchase, replacement and maintenance. 	<ul style="list-style-type: none"> ● Basic inventory/stores and maintenance procedures of the organisation.

CATEGORY ADR

ADMINISTRATIVE DOCUMENTATION AND REPORTING

Establishing and implementing procedures for information management, documentation and reporting

ADR LEVEL 4

ADR LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ADR 4	ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 4	Enable establishment of comprehensive systems for administrative monitoring, reporting and documentation across a protected area system.	<ul style="list-style-type: none"> ● National and international requirements for monitoring, documenting and reporting biodiversity and protected areas. ● Principles and practices of information and knowledge management.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
ADR 4.1	Compile and prepare formal national and/or international reports on protected area management activities.	<ul style="list-style-type: none"> ● Leading compilation of major reports on system-wide protected area activities (e.g. to the Government, the CBD, major donors, etc.). ● Sharing accurate and up-to-date information on protected areas with global data holders (e.g. UNEP WCMC). 	<ul style="list-style-type: none"> ● Reporting and information sharing requirements and formats. ● Methods of information synthesis and prioritisation. ● Information research (sources of information, online searches, information requests, etc.).
ADR 4.2	Ensure effective system level documentation of protected areas, management activities and their effectiveness.	<ul style="list-style-type: none"> ● Ensuring that comprehensive records of protected areas and all related activities are maintained and updated centrally. ● Ensuring assessments of management effectiveness are conducted. ● Enabling availability of records and information. ● Ensuring that suitable systems of security and back up are in place. 	<ul style="list-style-type: none"> ● Methods for large scale data management, retrieval and security. ● Systems of monitoring, reporting and documentation used by protected areas. ● International tools and processes for monitoring and reporting protected area activities.
ADR 4.3	Contribute significantly to international initiatives for protected area performance monitoring and documentation.	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to collecting and collating information about protected areas (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● International examples and best practice in PA financing and resourcing.

ADR LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ADR 3	ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 3	Ensure that a comprehensive system of administrative documentation and reporting is in place for a protected area.	<ul style="list-style-type: none"> ● Legislation and organisational policy and procedures for documentation and reporting. ● Skills for information analysis and synthesis. ● Reporting writing formats and styles. ● Information management, storage and retrieval systems.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
ADR 3.1	Compile and prepare formal reports on protected area activities.	<ul style="list-style-type: none"> ● Compiling comprehensive major reports to managing authorities, donors, partners, etc. (e.g. annual reports, project progress reports). ● Collating information from a range of sources (internal reports, research reports, evaluations, etc.) into single comprehensive reports. 	<ul style="list-style-type: none"> ● Reporting requirements and formats. ● Analytical skills. ● Techniques for clear writing and presentation of information.
ADR 3.2	Ensure documentation of meetings, consultations and negotiations.	<ul style="list-style-type: none"> ● Ensuring correct documentation of meetings, agreements and decisions (through minutes, back to office reports, information files, etc.). ● Ensuring distribution, storage and filing of documentation. 	<ul style="list-style-type: none"> ● Meeting protocols. ● Communication and meeting management techniques. ● Systems for document storage and retrieval.

A	B	C	D
ADR 3.3	<p>Ensure that full activity records and documentation are maintained and secured.</p>	<ul style="list-style-type: none"> ● Ensuring that a protected area maintains a system (electronic and/or paper-based) for recording, storage and retrieval of information, data, activities, maps, images, etc. ● Establishing a full management information system for a protected area. ● Ensuring that IT systems are in place and functioning. ● Ensuring that records are accessible. ● Ensuring that systems for information security and back up are in place. ● Meeting data protection and security obligations. 	<ul style="list-style-type: none"> ● Information management approaches and methods. ● Options for security and back up. ● Legal requirements for data protection and security. ● Uses of and requirements for information technology (computers, peripherals, networks, etc.).
ADR 3.4	<p>Implement measures for comprehensive monitoring and reporting on organisational performance.</p>	<ul style="list-style-type: none"> ● Monitoring of the condition of a protected area, its compliance with its responsibilities and obligations, completion of planned activities, achievement of targets and impact and effectiveness of management. ● Collecting and compiling reports from sections of a protected area administration. ● Providing comprehensive reports based on monitoring. ● Complying with required reporting requirements. ● Using recognised evaluation systems (e.g. Management Effectiveness Tracking Tool). 	<ul style="list-style-type: none"> ● Mandate and responsibilities of the PA. ● National requirements for monitoring and reporting. ● Details of the PA management plan and its provisions for monitoring. ● Recognised monitoring and evaluation systems (e.g. METT).

ADR LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ADR 2	ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 2	Prepare and manage accurate documentation of management activities according to required procedures.	<ul style="list-style-type: none"> ● Organisational policies and procedures for administration. ● Principles and practices of information and knowledge management. ● Planning, analysis and reporting of work programmes. ● Reporting writing formats and styles.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
ADR 2.1	Prepare analytical and technical reports and assessments.	<ul style="list-style-type: none"> ● Researching and preparing written scientific/technical/research reports, including presentation of information, critical analysis of information and preparation of conclusions and recommendations. 	<ul style="list-style-type: none"> ● Structure and content of scientific and technical reports. ● Techniques for clear writing and presentation of information. ● Analytical techniques.
ADR 2.2	Prepare formal reports of activities and projects.	<ul style="list-style-type: none"> ● Collating and preparing detailed, structured periodic reports of protected area activities, using prescribed structures and formats if needed. ● For example: quarterly reports from a section or work team, reports to project donors, management plan implementation reports, etc. 	<ul style="list-style-type: none"> ● Reporting requirements and formats used by the PA. ● Techniques for clear writing and presentation of information.
ADR 2.3	Contribute to and document meetings.	<ul style="list-style-type: none"> ● Making active and effective contributions to formal and informal meetings. ● Following protocols and procedures for meetings. ● Accurately documenting meetings (minute taking). 	<ul style="list-style-type: none"> ● Protocols and procedures for meetings. ● Minute taking and documentation of meetings. ● Good communication skills.
ADR 2.4	Ensure and maintain accurate and secure documentation of data, activities and events.	<ul style="list-style-type: none"> ● Ensuring that accurate, retrievable records are kept of work activities, projects, research, administrative procedures, meetings, etc. (digital and/or hard copy records). ● Ensuring that documentation is secure and backed up. ● Using electronic record-keeping systems if required. ● Submitting documentation to central archives and management information systems. 	<ul style="list-style-type: none"> ● Information management systems. ● Use of information storage, data bases, management information systems used by the PA. ● Computer and database use (see TEC 2). ● Legal requirements for data protection and security.

ADR LEVEL 1

ADR LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
ADR 1	ADMINISTRATIVE DOCUMENTATION AND REPORTING. LEVEL 1	Keep basic records of activities as required by the organisation.	<ul style="list-style-type: none"> ● Relevant policies and operating procedures. ● Numeracy and literacy. ● Basic interpersonal, instructional and supervisory skills.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
ADR 1.1	Maintain records of work activities.	<ul style="list-style-type: none"> ● Maintaining records of activity (e.g. through ranger notebooks, time sheets, work records). ● Using digital record-keeping systems if required (e.g. GPS, SMART). 	<ul style="list-style-type: none"> ● Familiarity with record-keeping forms and documents used by the PA. ● Use of digital devices (e.g. GPS, SMART).
ADR 1.2	Prepare basic written reports of work activities.	<ul style="list-style-type: none"> ● Completing written reports (using prescribed formats). ● Generating reports from digital devices (if required). 	<ul style="list-style-type: none"> ● Familiarity with reporting requirements and formats of the PA. ● Use of digital devices (e.g. GPS, SMART).

CATEGORY CAC

COMMUNICATION AND COLLABORATION

Building and using the skills required to communicate and collaborate effectively

CAC LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 4	COMMUNICATION AND COLLABORATION. LEVEL 4	Communicate effectively in high level interactions.	<ul style="list-style-type: none"> ● Communication theory. ● Principles of effective communication in complex situations. ● Protocols for communication in official situations.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
CAC 4.1	Contribute effectively to high level meetings, conferences and negotiations.	<ul style="list-style-type: none"> ● Participating effectively in high level meetings and conferences. ● Participating in high level negotiations. ● Networking and establishing contacts. ● Ensuring high standards of professionalism, preparation, presentation and observance of protocols. 	<ul style="list-style-type: none"> ● The range of participants and of interests represented at high level meetings and negotiations. ● Formal communication protocols required for high level interactions. ● Technical knowledge of the topics and issues under consideration.
CAC 4.2	Enable effective communication across a protected area system.	<ul style="list-style-type: none"> ● Enabling regular flows of information from the centre to protected areas and from protected areas to the centre. ● Enabling regular communication between protected areas (e.g. through staff meetings, circulars, exchange visits, etc.). ● Developing communities of practice among PA personnel. 	<ul style="list-style-type: none"> ● Communication and network building principles and methods.
CAC 4.3	Enable effective communication with other organisations and sectors.	<ul style="list-style-type: none"> ● Enabling regular networking, communication and information sharing with other major stakeholders for a protected area system. ● Stakeholders may include other ministries and agencies, local government, other sectors (forestry, agriculture, fisheries, etc.), transboundary protected area partners, national NGOs and citizens' organisations, representatives of indigenous groups, etc. ● Building partnerships and collaborative initiatives. 	<ul style="list-style-type: none"> ● Major stakeholders for the PA system and their roles and interests. ● Networking and partnership building skills.

A	B	C	D
CAC 4.4	<p>Contribute significantly to international initiatives for improving communication and participation among protected areas.</p>	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to protected area communication and participation (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● International examples and best practice in communication and participation in PAs. ● Options and best practice examples.

CAC LEVEL 3

CAC LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 3	COMMUNICATION AND COLLABORATION. LEVEL 3	Maintain effective communications by and within a protected area organisation.	<ul style="list-style-type: none"> ● Communication theory. ● Principles of organisational communication. ● Benefits/risks associated with good/bad communication.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 3.1	Maintain effective communications within a protected area organisation.	<ul style="list-style-type: none"> ● Demonstrating effective use of a range of communication techniques in management and direction of a protected area organisation. ● Making appropriate use of a range of tools and aids to support good communication. ● Establishing a ‘culture’ within the organisation to promote good communication, transparency and responsiveness. ● Recognising the diversity of individuals and needs in the organisation and adapting communication approaches accordingly. 	<ul style="list-style-type: none"> ● A wide range of communication techniques and their application in management and smooth running of the organisation. ● Uses of a range of tools and aids to support good communication.
CAC 3.2	Maintain effective communication and good working relations with stakeholders and partners.	<ul style="list-style-type: none"> ● Ensuring regular communication and maintenance of positive working relations between a protected area organisation and stakeholders, partners, donors, authorities, etc. ● Recognising the diversity of individuals and groups among stakeholders and adapting communication approaches accordingly. 	<ul style="list-style-type: none"> ● Use of a wide range of communication techniques to ensure maintenance of good relations. ● Importance and benefits of maintaining regular two-way communication. ● Range of stakeholders and partners and their different communication styles and needs.
CAC 3.3	Negotiate agreements and resolve disputes and conflicts.	<ul style="list-style-type: none"> ● Using a range of techniques for enabling equitable agreements and for resolving major conflicts with/between stakeholders and partners or within the organisation. ● Ensuring documentation and formalisation of agreements and resolutions. 	<ul style="list-style-type: none"> ● A wide range of negotiation approaches (e.g. accommodating, avoiding, collaborating, competing, compromising). ● A wide range of conflict resolution approaches such as negotiation, mediation, arbitration and adjudication.

CAC LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 2	COMMUNICATION AND COLLABORATION. LEVEL 2	Use formal and informal means for communicating with others using appropriate techniques and media.	<ul style="list-style-type: none"> ● Basic communication theory. ● Benefits/risks associated with good/bad communication.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 2.1	Demonstrate effective interpersonal communication.	<ul style="list-style-type: none"> ● Demonstrating a range of essential skills for effective formal and informal communication with colleagues, subordinates, stakeholders and partners. ● Using a range of methods (e.g. face to face, listening, questioning, instructing, providing feedback). ● Using and understanding non-verbal communication. 	<ul style="list-style-type: none"> ● A range of communication techniques and their uses. ● Awareness of different communication approaches required with different groups and individuals.
CAC 2.2	Make effective verbal presentations	<ul style="list-style-type: none"> ● Preparing and delivering effective verbal presentations in formal and informal settings. ● Adapting content, materials and presentation styles to different audiences. ● Keeping to time limits. ● Making effective use of presentation and visual aids (e.g. PowerPoint). 	<ul style="list-style-type: none"> ● A range of verbal communication techniques and their uses. ● Use of visual aids to support presentations. ● Communication approaches required with different groups.
CAC 2.3	Communicate effectively in writing.	<ul style="list-style-type: none"> ● Demonstrating a range of skills for effective written communication for various audiences and purposes, using appropriate language and styles for formal reporting, scientific writing, letters and emails. ● Writing for non-expert audiences. 	<ul style="list-style-type: none"> ● A range of written communication techniques and their uses. ● Awareness of different communication approaches required with different groups and individuals.

A	B	C	D
CAC 2.4	Demonstrate effective collaboration and teamwork in the workplace.	<ul style="list-style-type: none"> ● Promoting inclusive, team-based approaches to work. ● Encouraging and enabling colleagues and subordinates to contribute to planning and decision making. ● Delegating tasks and responsibilities. ● Encouraging and enabling sharing of skills, knowledge and experience. ● Providing support and feedback. 	<ul style="list-style-type: none"> ● Principles and practices of effective teamwork and collaboration.
CAC 2.5	Provide mentoring and guidance for colleagues and supervised staff.	<ul style="list-style-type: none"> ● Providing professional and personal advice and guidance to colleagues and subordinates. ● Supporting colleagues and subordinates to learn and practice skills. 	<ul style="list-style-type: none"> ● Interpersonal skills. ● Mentoring and coaching skills and techniques. ● Relevant technical expertise.
CAC 2.6	Identify and address interpersonal conflicts.	<ul style="list-style-type: none"> ● Identifying current and potential conflicts and disputes within a protected area organisation, with or between stakeholders. ● Using a range of approaches and methods to prevent/reduce/avoid conflict and identify solutions. 	<ul style="list-style-type: none"> ● A range of conflict resolution approaches and practical techniques, such as negotiation, mitigation, seeking compromise and win-win solutions, etc.
CAC 2.7	Deliver training and learning programmes.	<ul style="list-style-type: none"> ● Planning and delivering training sessions and courses covering knowledge, understanding and practical skills. ● Making use of a range of delivery and learning techniques. ● Assessing performance of trainees and providing feedback. 	<ul style="list-style-type: none"> ● Teaching, instructional and practical training skills and techniques. ● Good knowledge of the training topic.
CAC 2.8	Facilitate meetings, discussions and workshops.	<ul style="list-style-type: none"> ● Using a range of techniques for effective and inclusive facilitation of meetings, workshops and similar events. ● Making effective use of participatory tools and activities. 	<ul style="list-style-type: none"> ● A range of facilitation techniques for use in different situations. ● Formats and procedures for formal meetings. ● Principles and practice of participation. ● Profiles, interests and needs of those engaged in events.

CAC LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
CAC 1	COMMUNICATION AND COLLABORATION. LEVEL 1	Communicate effectively with co-workers, stakeholders and visitors.	<ul style="list-style-type: none"> ● Benefits of good communication. ● Literacy (speaking, reading and writing).
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
CAC 1.1	Communicate effectively with others in the workplace.	<ul style="list-style-type: none"> ● Maintaining effective two-way communication with co-workers, supervisors and local stakeholders. ● Providing clear information, instruction, explanations verbally and in writing. ● Listening, understanding and assimilating information. 	<ul style="list-style-type: none"> ● Basic communication techniques and their uses, advantages and disadvantages.
CAC 1.2	Provide on-the-job instruction for practical tasks.	<ul style="list-style-type: none"> ● Instructing and training co-workers how to do required tasks. ● Providing feedback and support to help colleagues learn and improve their skills. 	<ul style="list-style-type: none"> ● Basic instructional techniques. ● Technical tasks to be completed.
CAC 1.3	Use effective communication techniques to avoid and prevent interpersonal conflict.	<ul style="list-style-type: none"> ● Using a range of basic techniques to maintain good relations, avoid conflict, reduce tension, resolve arguments and prevent escalation of disputes. ● Adapting approaches used to different contexts and actors. 	<ul style="list-style-type: none"> ● Techniques for de-escalating arguments and verbal conflicts and for presenting and defending unpopular positions and arguments. ● Suitability of techniques to different situations and actors.

GROUP B

APPLIED PROTECTED AREA MANAGEMENT

Applying specialist technical skills to protected area management

CATEGORY BIO

BIODIVERSITY CONSERVATION

Ensuring the maintenance of the ecological values of protected areas through management and monitoring of species, their habitats, ecosystems and natural resource use

BIO LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 4	BIODIVERSITY CONSERVATION. LEVEL 4	Ensure that a protected area system contributes significantly to national and international goals and priorities for biodiversity conservation.	<ul style="list-style-type: none"> ● Principles of ecology and conservation biology. ● National and international policy and legislation for biodiversity conservation. ● Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD Programme of Work on Protected Areas).
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
BIO 4.1	Coordinate development of national policies, strategies and legislation for biodiversity conservation and protected areas.	<ul style="list-style-type: none"> ● Reviewing existing policies and legislation for biodiversity conservation. ● Identifying national priorities for biodiversity conservation. ● Providing guidance and inputs to development of policy and legislation for improving protection and management of biodiversity. 	<ul style="list-style-type: none"> ● National conservation policy and legislation. ● Processes for development and passing of legislation. ● Threats to biodiversity that require new/improved legislation.
BIO 4.2	Coordinate national programmes for research, survey and monitoring related to biodiversity.	<ul style="list-style-type: none"> ● Identifying biodiversity information gaps and research priorities for a protected area system. ● Developing partnerships with research institutions. ● Directing development of national/regional research and monitoring programmes. ● Contributing to analysis and publication of research results. ● Disseminating results of research to support management of protected areas. 	<ul style="list-style-type: none"> ● National conservation policy and legislation. ● Research and monitoring approaches and methodologies. ● Details of major research institutions.

A	B	C	D
BIO 4.3	Coordinate national strategies, plans and activities for species conservation and recovery.	<ul style="list-style-type: none"> ● Identifying species of conservation importance nationally and within a protected area network. ● Developing strategies and plans for the conservation of threatened species on national/international/regional scales (in situ/ex situ). ● Ensuring that protected areas contribute to implementing conservation plans. ● Monitoring implementation of plans. 	<ul style="list-style-type: none"> ● National conservation policy and legislation. ● Relevant Red Lists. ● National/international best practice and sources of information.
BIO 4.4	Coordinate national plans and activities for addressing threats from alien invasive species in a protected area system.	<ul style="list-style-type: none"> ● Developing strategies and plans to address the threat from alien invasive species (AIS). ● Ensuring that protected areas contribute to implementing the plans. ● Monitoring implementation of plans. 	<ul style="list-style-type: none"> ● Major threats from AIS to biodiversity and PAs. ● Methods for dealing with AIS (e.g. biosecurity measures, prevention, mitigation, eradication). ● National/international best practice and sources of information.
BIO 4.5	Coordinate national plans and activities for ecosystem/habitat conservation, restoration and rehabilitation.	<ul style="list-style-type: none"> ● Identifying ecosystems, habitats and landscapes of conservation importance. ● Developing plans for the conservation, rehabilitation/restoration or creation of important habitats and ecosystems in protected areas. ● Setting targets for habitat and ecosystem conservation. ● Ensuring that protected areas contribute to implementing the plans. ● Monitoring implementation of plans. 	<ul style="list-style-type: none"> ● National conservation policy and legislation. ● Major habitats and ecosystems and their status. ● Principles and practices of ecosystem/habitat management.
BIO 4.6	Coordinate national plans and activities for resource use in protected areas.	<ul style="list-style-type: none"> ● Developing policies and plans for resource use in protected areas, including local collection (e.g. NTFPs), traditional management (e.g. grazing), commercial use (e.g. forestry, fish harvesting). ● Working at the national level to develop use limits and agreements. ● Ensuring that protected areas contribute to implementing the plans. ● Monitoring implementation of plans. 	<ul style="list-style-type: none"> ● National policy and legislation for conservation and resource use in PAs. ● Demand and uses of resources from PAs. ● Users of resources from PAs.
BIO 4.7	Contribute significantly to international initiatives for conservation of species, habitats and ecosystems.	<ul style="list-style-type: none"> ● Actively participating in relevant international initiatives or groups (e.g. IUCN Species Survival Commission Specialist Groups, global reviews or strategies, etc.). ● Preparing international reports and publications. 	<ul style="list-style-type: none"> ● Purpose and main elements of relevant international agreements, conventions, initiatives, etc. ● Options for and best practice examples for biodiversity conservation in and around PAs.

BIO LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 3	BIODIVERSITY CONSERVATION. LEVEL 3	Direct the development and implementation of programmes that identify and address conservation targets and priorities.	<ul style="list-style-type: none"> ● Legal and organisational requirements for biodiversity conservation. ● Principles of ecology and conservation biology.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
BIO 3.1	Direct biodiversity survey, research and monitoring programmes.	<ul style="list-style-type: none"> ● Leading the development and implementation of programmes of management-oriented survey, research and monitoring for a PA that: <ul style="list-style-type: none"> – focus on prioritised biodiversity assets; – are management oriented; and – make use of accepted best practice and appropriate techniques. 	<ul style="list-style-type: none"> ● Knowledge of the biodiversity of the area, its conservation status and legal protection. ● Principles and practices of biodiversity research and monitoring. ● Details of the PA management plan. ● Sources of expert assistance.
BIO 3.2	Direct measures for protection/recovery of fauna species of conservation importance.	<ul style="list-style-type: none"> ● Identifying species of conservation importance in a protected area. ● Leading the development and implementation of appropriate and justified measures for in situ conservation of focal species. ● Monitoring and reporting on the results of management measures and the status of focal species. ● Incorporating the measures into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Ecology and conservation requirements of key species. ● Options and best practices for conservation measures (e.g. physical protection, population management, habitat enhancement, removal of threats, etc.). ● Details of national or international species action plans.

A	B	C	D
BIO 3.3	Direct measures for conservation of habitats and ecosystems of conservation importance.	<ul style="list-style-type: none"> ● Identifying ecosystems, habitats and landscapes of conservation importance in a protected area. ● Leading the development and implementation of justified measures for conservation of important habitats and ecosystems. ● Monitoring and reporting on the results of management measures and status of focal habitats and ecosystems. ● Incorporating the measures into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Detailed knowledge of the ecology and conservation requirements of key ecosystems. ● Range of options and best practices for conservation measures (e.g. physical protection, active management, recovery and rehabilitation, restoration, creation, removal of threats). ● Details of national or international ecosystem conservation action plans.
BIO 3.4	Direct measures for addressing threats from alien invasive species.	<ul style="list-style-type: none"> ● Identifying the threats (current and potential) posed by alien invasive species (AIS) to a protected area. ● Leading the development and implementation of justified measures for addressing the threats and impacts arising from alien invasive species in a protected area. ● Identifying the main measures required to prevent/reduce impact. ● Monitoring and reporting on the results of management measures. ● Incorporating the measures into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Main threats (actual and potential) posed by AIS. ● Range of options and best practices for addressing threats from AIS. ● Details of national or international AIS action plans.
BIO 3.5	Direct programmes for sustainable harvesting of natural resources.	<ul style="list-style-type: none"> ● Identifying resources suitable for sustainable use. ● Leading the development and implementation of justified programmes for sustainable use, in collaboration with harvesters/users. ● Agreeing parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact). ● Specifying different approaches for subsistence, local and commercial harvesting. ● Monitoring and reporting on the results and impacts of harvesting. ● Incorporating the measures into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Range of products, uses and harvesting techniques (e.g. timber, fuel wood, non-timber products, fish, game, etc.). ● Details of groups involved in harvesting. ● Principles of sustainable harvesting and assessment of sustainable yields. ● Laws and regulations affecting resource harvesting.

A	B	C	D
<p>BIO 3.6</p>	<p>Direct programmes for resolving human-wildlife conflict.</p>	<ul style="list-style-type: none"> ● Working with those affected to develop practical and sustainable solutions to problems such as crop raiding, livestock predation, animal pests, dangerous animals. ● Monitoring and reporting on the results and impacts of management measures. ● Incorporating the measures into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Relevant legislation. ● Main wildlife conflicts and issues affecting PAs. ● Ecology of problem species. ● Range of solutions to conflicts and their applicability (e.g. culling, trapping, physical barriers, deterrence measures, changes in land use practice and human behaviour, compensation schemes). ● Wildlife monitoring techniques.
<p>BIO 3.7</p>	<p>Contribute to national conservation status evaluations.</p>	<ul style="list-style-type: none"> ● Taking a significant and active role in the development and updating of national, regional or global Red Lists, species status assessments, ecosystem assessments (or equivalent). 	<ul style="list-style-type: none"> ● Relevant specialist knowledge of species/taxonomic group(s)/ecosystems. ● National and international criteria for Red Lists (according to the IUCN Species Survival Commission).
<p>BIO 3.8</p>	<p>Direct the curation and management of specimens and collections.</p>	<ul style="list-style-type: none"> ● Developing/applying procedures and protocols to ensure that collection of biological material is conducted legally and ethically and respects the rights of legal and traditional custodians. ● Ensuring that specimens and collections are correctly curated. ● Ensuring that collection, storage and movement of specimens complies with national law and international agreements. 	<ul style="list-style-type: none"> ● International regulations regarding endangered species (e.g. CITES). ● National protection status of species. ● Principles of ethical and responsible research and specimen collection. ● Issues and legislation related to biopiracy, access and benefit sharing.
<p>BIO 3.9</p>	<p>Direct ex situ animal conservation programmes.</p>	<ul style="list-style-type: none"> ● Leading the development and implementation of programmes for ex situ conservation of species, making use of recognised best practice and guidance. ● Including capture, transportation, welfare, husbandry, planned breeding programmes and veterinary care. ● Facilities may include rescue centres, breeding centres, conservation zoos associated with PAs. 	<ul style="list-style-type: none"> ● Principles, practices and legal and ethical requirements for animal control, capture and husbandry in captivity. ● Principles and practices of conservation breeding.

A	B	C	D
BIO 3.10	Direct animal reintroduction projects.	<ul style="list-style-type: none"> ● Leading the planning and implementation of projects for animal reintroduction and/or population reinforcement. ● Ensuring that projects conform to international best practice guidance from the IUCN Reintroduction Specialist Group. ● Monitoring the success and effects of the programme. 	<ul style="list-style-type: none"> ● Principles and practice of species reintroductions (based on recommendations of the IUCN Reintroduction Specialist Group). ● Ecology of the focal species.
BIO 3.11	Direct ex situ plant conservation projects.	<ul style="list-style-type: none"> ● Leading the development and implementation of programmes for ex situ plant conservation, making use of recognised best practice and guidance. ● Including collection and storage of plant materials, cultivation and propagation. ● Facilities may include gene banks, collections, arboreta, cultivation and breeding plots. 	<ul style="list-style-type: none"> ● Principles and practice of horticulture and plant care.
BIO 3.12	Direct ecosystem and habitat restoration projects	<ul style="list-style-type: none"> ● Leading the development and implementation of programmes for major habitat and ecosystem restoration, rehabilitation or creation. ● Including (as required) physical landscaping, soil stabilisation, establishment and care of vegetation, reintroduction of plant species, hydrological engineering, etc. 	<ul style="list-style-type: none"> ● Principles and practice of landscape engineering. ● Principles and practice of large scale planting and revegetation. ● Principles and practice of hydrological engineering.

BIO LEVEL 2

BIO LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 2	BIODIVERSITY CONSERVATION. LEVEL 2	Plan, manage and monitor measures for achieving conservation targets.	<ul style="list-style-type: none"> ● Organisational policies and procedures for conservation management. ● Principles of ecology and conservation biology.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
BIO 2.1	Demonstrate a detailed knowledge and understanding of species, habitats and ecosystems of a protected area.	<ul style="list-style-type: none"> ● Recognising and describing the main ecosystems of a protected area. ● Knowing and identifying the main species of conservation importance of a protected area; knowing their status, their habitat requirements and the conditions they require for survival. ● Knowing the threats faced by species of conservation importance and the impacts of those threats. 	<ul style="list-style-type: none"> ● Significant species and ecosystems of the PA. ● Available identification aids and sources of information and knowledge. ● Use of field guides, keys or specimens to identify species. ● Fieldwork skills (see FLD).
BIO 2.2	Plan, lead and report on biodiversity research, survey and monitoring activities.	<ul style="list-style-type: none"> ● Organising and conducting field surveys and monitoring assessments of species, habitats, and ecosystems. ● Identifying survey/monitoring purpose, targets and methods. ● Identifying and mobilising personnel, equipment, and logistics. ● Conducting survey/monitoring activities using suitable methods. ● Collecting specimens in line with laws and best practice guidance. ● Collating, analysing and presenting results. ● Making practical recommendations for improving management practice. 	<ul style="list-style-type: none"> ● Principles and theory of surveying and monitoring. ● A wide range of relevant survey and monitoring techniques and their uses. ● Identification of monitoring indicators. ● Analytical and statistical techniques. ● Research, analysis and reporting skills (see ADR and CAC). ● Fieldwork skills (see FLD).

A	B	C	D
BIO 2.3	Plan, lead and report on resource use surveys and monitoring programmes.	<ul style="list-style-type: none"> ● Conducting assessments of the use of natural resources in a PA. ● Identifying survey/monitoring purpose, targets and methods. ● Identifying and mobilising personnel, equipment, and logistics. ● Collaborating with resource users to gather information. ● Collating, analysing and presenting results. ● Making practical recommendations for improving management practice. 	<ul style="list-style-type: none"> ● Principles and theory of surveying. ● A wide range of relevant survey techniques and their uses. ● Working with local communities (see COM). ● Analytical and statistical techniques. ● Research, analysis and reporting skills (see ADR and CAC) and fieldwork skills (see FLD).
BIO 2.4	Propose justified measures for conservation of species.	<ul style="list-style-type: none"> ● Using survey, monitoring and research results to prepare evidence-based recommendations for conservation of important species. ● Preparing detailed management prescriptions for inclusion in management plans, project proposals, etc. ● Ensuring that recommendations are science- and evidence-based and/or based on established traditional knowledge and experience. 	<ul style="list-style-type: none"> ● Detailed knowledge of focal species. ● Management options relevant to the conservation of the focal species. ● Sources of expert advice. ● Principles of scientific and evidence-based assessment and decision making. ● Local and traditional knowledge and management practices.
BIO 2.5	Propose justified measures for conservation of habitats and ecosystems.	<ul style="list-style-type: none"> ● Using survey, monitoring and research results to prepare informed and rational recommendations for conservation, restoration, management and threat reduction of important ecosystems and habitats. ● Preparing detailed management prescriptions for inclusion in management plans, project proposals, etc. ● Ensuring that recommendations are scientific and evidence-based and/or based on established traditional knowledge and experience. 	<ul style="list-style-type: none"> ● Detailed understanding of the focal habitats and ecosystems. ● Management options relevant to the conservation of the focal habitat/ecosystem. ● Principles of scientific and evidence-based assessment and decision making. ● Local and traditional knowledge and management practices.
BIO 2.6	Propose justified measures for sustainable use of natural resources.	<ul style="list-style-type: none"> ● Using survey, monitoring and research results, and working with user groups to propose informed and rational recommendations for sustainable use. ● Preparing detailed management recommendations and prescriptions for inclusion in management plans, project proposals, etc. 	<ul style="list-style-type: none"> ● Scientific principles and practical aspects of sustainable use. ● Ecology of focal species. ● Local needs and practices for resource use.

A	B	C	D
BIO 2.7	Plan, lead and report on implementation of biodiversity conservation measures.	<ul style="list-style-type: none"> ● Conservation measures include any justified measures identified through a PA management plan, species action plans or other planning process to conserve and manage biodiversity assets. ● Identifying and mobilising personnel, equipment, and logistics. ● Ensuring that the plan is followed in the field and that conservation measures are correctly implemented. ● Monitoring and reporting on the implementation and effectiveness of measures. 	<ul style="list-style-type: none"> ● The purpose, theory and practice of the measures to be implemented. ● Required equipment and logistics. ● Training, leadership and instructional techniques (see HRM). ● Fieldwork skills (see FLD). ● Analysis and reporting skills (see ADR and CAC).
BIO 2.8	Plan, lead and report on animal capture, transport, care and management.	<ul style="list-style-type: none"> ● Organising and leading safe and humane capture of animals using appropriate techniques (e.g. darting, trapping, hand collecting, etc.). ● Reasons for animal capture include research, translocation and rescue. ● Providing and monitoring of adequate conditions of safety and welfare for holding and transportation of captive animals. 	<ul style="list-style-type: none"> ● Practical techniques for animal capture. ● Possession of required qualifications, licences, etc. (e.g. use of firearms, use of tranquillisers, animal handling, etc.). ● Legal, ethical and security aspects of animal capture.
BIO 2.9	Plan, lead and report on animal control measures.	<ul style="list-style-type: none"> ● Culling or controlling pest species, invasive species, harvested species, problem animals, species requiring population management, in line with an approved plan and in a safe, legal and ethical manner. ● Methods may include permitted forms of trapping, euthanasia, shooting, poisoning (e.g. of invasive rodents), etc. 	<ul style="list-style-type: none"> ● Practical techniques for animal control. ● Possession of required qualifications, licences, etc. (e.g. for firearms, tranquillisers, poisons, animal handling, etc.). ● Legal, ethical and security aspects of control measures.
BIO 2.10	Plan, lead and report on the care and use of cultivated plants.	<ul style="list-style-type: none"> ● Supervision and care of plantations, living botanical collections, tree nurseries, etc. ● Plant establishment, care, watering, pest and weed control, protection, etc. ● Using cultivated plants for restoration, rehabilitation and creation of habitats and ecosystems. 	<ul style="list-style-type: none"> ● Principles and practices of horticulture/ arboriculture. ● Care of living plants. ● Habitat restoration techniques using plants.
BIO 2.11	Curate collections and museums.	<ul style="list-style-type: none"> ● Supervising and curating collections of biodiversity specimens, exhibits and herbaria (at PAs that include a zoological museum, herbarium or other collection). ● Maintaining catalogues and records. ● Assisting users of the collection. 	<ul style="list-style-type: none"> ● Preparation of specimens for inclusion in collections. ● Day-to-day maintenance and care of specimens. ● Maintenance of collection catalogues and databases.

BIO LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
BIO 1	BIODIVERSITY CONSERVATION. LEVEL 1	Conduct supervised field activities to implement biodiversity monitoring and conservation programmes.	<ul style="list-style-type: none"> ● Basic classification of animals and plants. ● Use of identification guides. ● Relevant policies and operating procedures.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
BIO 1.1	Recognise and identify typical ecosystems, habitats, plant and animal species and their signs.	<ul style="list-style-type: none"> ● Recognising main ecosystems and habitats of a protected area. ● Recognising common, typical and important species of flora. ● Recognising common, typical and important species of fauna and their signs in the field. 	<ul style="list-style-type: none"> ● Common, typical and important species of the PA. ● Basic plant and animal taxonomy.
BIO 1.2	Recognise threats and problems affecting biodiversity in the field.	<ul style="list-style-type: none"> ● Identifying the presence and signs of threats (e.g. invasive species, snares, animal remains, burned areas, etc.). ● Identifying changes or unusual factors that may indicate threats or problems (e.g. sick animals, dying vegetation). ● Noting when significant change is taking place. 	<ul style="list-style-type: none"> ● Main threats to the biodiversity of the PA, their signs and impacts.
BIO 1.3	Accurately record and report observations of wildlife, habitats and ecosystems.	<ul style="list-style-type: none"> ● Making verbal reports, taking field notes, using provided recording forms. ● Recording locations, dates, field conditions, observations and details. ● Using digital field recording systems (e.g. SMART) if required. 	<ul style="list-style-type: none"> ● Procedures for collecting and recording information in the field. ● Use of standard forms and recording systems and devices. ● Use of maps and GIS (see FLD).
BIO 1.4	Assist in the control, capture, handling and transportation of animals.	<ul style="list-style-type: none"> ● Participating under supervision in conservation-related animal capture or control for relocation, population management or invasive species control. 	<ul style="list-style-type: none"> ● Legal, safe and humane control, capture and handling techniques.

A	B	C	D
BIO 1.5	Care for captive animals.	<ul style="list-style-type: none"> ● Supervised day-to-day care of animals in (for example) rescue centres, ex situ conservation facilities, relocation/reintroduction projects. ● Feeding, recognition of health and welfare problems, maintaining cleanliness and hygiene. 	<ul style="list-style-type: none"> ● Legal, safe, humane and correct practices and techniques for animal care.
BIO 1.6	Care for plants.	<ul style="list-style-type: none"> ● Supervised day-to-day care of plantations, living botanical collections, tree nurseries, etc. 	<ul style="list-style-type: none"> ● Principles of plant care. ● Practical horticultural/silvicultural techniques.

CATEGORY LAR

UPHOLDING LAWS AND REGULATIONS

Ensuring that laws, regulations, and rights affecting protected areas and biodiversity are upheld

LAR LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 4	UPHOLDING LAWS AND REGULATIONS. LEVEL 4	Promote establishment of a sound policy and legal framework for reducing illegal activities that threaten biodiversity and protected areas.	<ul style="list-style-type: none"> ● National and international policy and legislation for environmental crime and security. ● Main criminal threats affecting biodiversity and the PA system. ● National and global trends in wildlife crime.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 4.1	Coordinate analyses of law enforcement, compliance, crime prevention and security issues affecting biodiversity and protected areas.	<ul style="list-style-type: none"> ● Reviewing current policies and legislation related to environmental crime and law enforcement. ● Reviewing and analysing system-wide threats and trends related to law enforcement (e.g. organised environmental crime, international wildlife trade). ● Conducting security and threat assessments for protected areas. ● Reviewing and analysing system-wide results of law enforcement and compliance activities. ● Identifying patterns, trends, successes and challenges. 	<ul style="list-style-type: none"> ● International initiatives and agreements to combat poaching and the wildlife trade. ● Laws, policies and practices for upholding laws and regulations. ● Security assessment methods.
LAR 4.2	Coordinate national policies, strategies, laws and regulations for addressing environmental crime and security threats.	<ul style="list-style-type: none"> ● Proposing new, and strengthening existing policies and legal instruments for protecting species, ecosystems, protected areas and the environment. ● Proposing new, and strengthening existing policies and legal instruments for law enforcement, security compliance and crime prevention in protected areas. ● Lobbying for increased attention to wildlife and environment crime and imposition of appropriate penalties. 	<ul style="list-style-type: none"> ● International initiatives and agreements to combat poaching and the wildlife trade. ● Policies and laws affecting protected areas and biodiversity. ● Procedures for development and approval of legislation. ● Decision making structures and processes affecting legislation and its implementation.

A	B	C	D
LAR 4.3	Coordinate development and implementation of standards and operating procedures for law enforcement, crime prevention and security in a protected area system.	<ul style="list-style-type: none"> ● Working with law enforcement authorities, PA directors, managers and stakeholders to identify and develop priorities, strategies and approaches. ● Developing norms, standards and operating procedures and ensuring that protected areas adopt them. ● Ensuring that responses to illegal activities are legal, appropriate and ethical. ● Allocating adequate resources for law enforcement and providing comprehensive support for front line rangers. ● Ensuring provision of training and equipment for law enforcement personnel. 	<ul style="list-style-type: none"> ● Major threats to PA values and their sources and root causes. ● National and international policy and legislation. ● Principles and practice of law enforcement and security operations. ● Different approaches required for different types of crime (e.g. organised environmental crime and local illegal activity related to subsistence and conflicts over rights).
LAR 4.4	Coordinate law enforcement strategies and operations with other agencies.	<ul style="list-style-type: none"> ● Working with the judiciary and with national agencies for law enforcement and security to enforce legislation regarding biodiversity and protected areas. ● Agencies may include police, border guards, military and security services. ● Establishing mechanisms for joint operations and exchange of information. ● Establishing mechanisms for international and transboundary cooperation. 	<ul style="list-style-type: none"> ● National law enforcement and security agencies and their mandates and responsibilities. ● International initiatives and agreements to combat poaching and the wildlife trade.
LAR 4.5	Contribute significantly to development of international policy and/or legal responses to major threats affecting biodiversity and protected areas.	<ul style="list-style-type: none"> ● Participating in international initiatives against wildlife and environmental crime (e.g. through organisations such as CITES, TRAFFIC, etc.). 	<ul style="list-style-type: none"> ● Relevant international law, policy and initiatives. ● Options for and best practice examples of improving law enforcement, compliance and security in and around PAs.

LAR LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 3	UPHOLDING LAWS AND REGULATIONS. LEVEL 3	Direct the development and implementation of programmes for crime prevention, law enforcement and compliance.	<ul style="list-style-type: none"> ● Legislation, organisational policy and procedures for law enforcement and environmental crime. ● Laws and rights affecting the PA, natural resources, users and stakeholders and personnel. ● National and local trends in wildlife and protected area related crime.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 3.1	Direct the development and implementation of a strategy, plan and operating procedures for protected area law enforcement.	<ul style="list-style-type: none"> ● Developing a comprehensive strategy for upholding laws and regulations in a protected area. ● Identifying the main threats and issues affecting a protected area that require law enforcement/crime prevention activity. ● Identifying the perpetrators and beneficiaries of crime, and the main victims. ● Consulting over options for dealing with violations with other agencies, and local communities. ● Identifying the approaches and methods to be used for law enforcement/crime prevention/encouraging compliance. ● Identifying requirements for improved legal regulations. ● Identifying opportunities to engage local communities to support crime prevention and law enforcement. ● Developing standard operating procedures (or adapting national procedures) for law enforcement activities. ● Incorporating the results of the planning process into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● National policy and legislation affecting PAs and resource use. ● Main threats to the protected area and its values. ● Options for addressing illegal activity (including 'hard' and 'soft' approaches). ● Police/military operating procedures for law enforcement and security activities. ● Relevant national norms, standards and operating procedures.

A	B	C	D
LAR 3.2	Direct preparation and implementation of security assessments and strategies.	<ul style="list-style-type: none"> ● Identifying the main security threats to PA personnel, stakeholders and visitors (e.g. violence, intimidation, coercion, unexploded ordnance, presence of violent groups and individuals). ● Developing responses to the threats and plans and procedures for dealing with major security emergencies. ● Allocating adequate resources for law enforcement and providing comprehensive support for front line rangers. ● Implementing special measures to ensure the safety and security of vulnerable personnel (rangers and other staff, local communities, informants, etc.). 	<ul style="list-style-type: none"> ● Roles, responsibilities and rights of the various law enforcement agencies and the judiciary. ● Formal security and risk assessment techniques. ● Major threats to the site and to personnel and options for threat reduction and response.
LAR 3.3	Direct law enforcement and crime prevention operations.	<ul style="list-style-type: none"> ● Developing detailed operational plans for effective law enforcement/ crime prevention in line with an overall strategy and based on intelligence and analysis of previous activities. ● Ensuring that operations are professionally and responsibly led, conducted and documented. ● Directing the legal follow-up to law enforcement activities to ensure that all correct procedures are followed. ● Coordinating with local communities to ensure that they are involved and informed and that issues that concern them are being addressed. ● Collecting and collating reports and statistics and reporting on overall implementation of activities. 	<ul style="list-style-type: none"> ● Relevant laws and regulations. ● Details of the PA law enforcement/compliance strategy. ● Options for addressing illegal activity. ● Full familiarity with all specific measures and activities required for law enforcement and compliance (see LAR Level 2).
LAR 3.4	Coordinate law enforcement and security activities with other responsible agencies and with the judiciary.	<ul style="list-style-type: none"> ● Ensuring coordination of law enforcement related activities with police, military, forest guards, border guards, etc. ● Enabling active collaboration (e.g. through information sharing, joint patrols, joint investigations, etc.). ● Ensuring that judiciary are informed about the crime issues related to a protected area and their impacts. 	<ul style="list-style-type: none"> ● Roles, responsibilities and rights of the various law enforcement agencies and the judiciary.
LAR 3.5	Direct the development of local regulations and by-laws for activities in a protected area.	<ul style="list-style-type: none"> ● Consulting over the need for local rules and regulations. ● Drafting and obtaining approval for local rules and regulations (where possible) with appropriate authorities. 	<ul style="list-style-type: none"> ● Rights of the PA authority/owner and of other agencies and authorities to pass and impose local regulations, bylaws, etc.

A	B	C	D
LAR 3.6	<p>Direct major investigations into environmental crime and/or security threats.</p>	<ul style="list-style-type: none"> ● Directing complex investigations over a long period, including: directing the work of field staff; working with informants and ensuring their security; collecting and examining intelligence and evidence; liaising with other agencies; identifying and investigating instigators, intermediaries and trade chains. ● Ensuring confidentiality and security of operations. ● Analysing and preparing reports and recommendations. 	<ul style="list-style-type: none"> ● Roles, responsibilities and rights of the various law enforcement agencies and the judiciary. ● Investigative techniques. ● Police and judicial procedures.

LAR LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 2	UPHOLDING LAWS AND REGULATIONS. LEVEL 2	Plan, manage and monitor activities for protected area crime prevention, law enforcement and compliance.	<ul style="list-style-type: none"> ● Organisational policies and procedures for law enforcement and crime prevention. ● Laws and rights affecting the PA, users and stakeholders and personnel. ● Main threats to the PA.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 2.1	Gather information to support law enforcement and security operations.	<ul style="list-style-type: none"> ● Gathering information from a range of sources: evidence collected from the field; analysis of patrol and law enforcement data (using tools such as GIS, SMART, etc.); collaboration with other law enforcement agencies, the public and stakeholders; use of informants. ● Collating and reporting on information and evidence collected. 	<ul style="list-style-type: none"> ● Relevant standard operating procedures. ● Procedures for recruiting, managing and protecting informants. ● A range of methods for gathering intelligence and information.
LAR 2.2	Lead and report on crime prevention/law enforcement operations in the field.	<ul style="list-style-type: none"> ● Organising, supervising and monitoring crime prevention/law enforcement operations conducted by ranger teams, community teams or other partners (patrols, inspections, checkpoints, etc.). ● Leading crime prevention/law enforcement teams in the field safely and according to plans and established rules and procedures. ● Ensuring that law enforcement personnel are fully conversant with relevant operating procedures. 	<ul style="list-style-type: none"> ● Details of law enforcement strategies and plans. ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Relevant standard operating procedures. ● Field craft (see FLD).

A	B	C	D
LAR 2.3	Work with local communities to resist and prevent illegal activities.	<ul style="list-style-type: none"> ● Providing information and guidance to stakeholders concerning laws and regulations. ● Working with stakeholders to identify their concerns regarding threats, security and other issues. ● Developing contacts and relations with local communities to cooperate in law enforcement. ● Using a range of 'soft' techniques to encourage and enable behaviour change and cooperation. ● Responding to requests for law enforcement and security support from local stakeholders. 	<ul style="list-style-type: none"> ● Local communities in and around the PA (see COM). ● Threats and issues affecting local communities. ● Communication skills.
LAR 2.4	Ensure effective and legal apprehension of suspects and violators.	<ul style="list-style-type: none"> ● Ensuring that procedures for detaining, searching or arresting suspects are followed correctly and that their rights are fully respected. ● Ensuring that law enforcement personnel are fully conversant with relevant operating procedures. ● Securing the support and cooperation of law enforcement agencies in apprehending and detaining suspects. 	<ul style="list-style-type: none"> ● Relevant laws and regulations ● Rights of detainees. ● Relevant standard operating procedures.
LAR 2.5	Question and secure statements from suspects and witnesses effectively and legally.	<ul style="list-style-type: none"> ● Using a range of legal and appropriate techniques to gather information from detainees, suspects and witnesses. ● Taking full and detailed notes of interviews. ● Following correct procedures for taking written statements and for recording interviews. ● Ensuring that rights are fully respected. 	<ul style="list-style-type: none"> ● Relevant laws and regulations. ● Rights of detainees, suspects and witnesses. ● Questioning techniques. ● Correct documentation of interviews and statements. ● Relevant standard operating procedures.
LAR 2.6	Manage crime scenes and seized evidence using correct procedures.	<ul style="list-style-type: none"> ● Ensuring that correct procedures are followed for: searches of people, vehicles, property, baggage; securing crime scenes; preserving evidence at the scene; noting and collecting evidence; recording, labelling, storage and retrieval of evidence (written and physical). ● Ensuring that law enforcement personnel are fully conversant with relevant operating procedures. 	<ul style="list-style-type: none"> ● Relevant laws and regulations. ● Relevant standard operating procedures.

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LAR 2.7	Process legal cases related to violations.	<ul style="list-style-type: none"> ● Pursuing cases through all the required stages (formal reporting of events, follow up investigations, collecting further evidence, securing witness testimony, presenting a case, providing formal testimony). ● Collaborating with law enforcement agencies and the judiciary. 	<ul style="list-style-type: none"> ● Details of legal processes. ● Relevant standard operating procedures.
LAR 2.8	Conduct complex investigations into environmental crime and/or security threats.	<ul style="list-style-type: none"> ● Gathering evidence using a range of means (e.g. working with informants and ensuring their security; conducting covert observation and information gathering; conducting trade chain investigations outside a protected area). ● Collaborating with law enforcement authorities. 	<ul style="list-style-type: none"> ● A range of appropriate investigative techniques. ● Roles of law enforcement agencies.
LAR 2.9	Address major security threats in the field.	<ul style="list-style-type: none"> ● Ensuring the security of staff, local stakeholders and visitors against physical threats. ● Identifying security threats, developing threat reduction/response procedures for personnel, staff and stakeholders. ● Providing instruction and guidance and ensuring procedures are followed. 	<ul style="list-style-type: none"> ● Major likely threats and suitable responses. ● Relevant standard operating procedures.
LAR 2.10	Ensure that correct procedures are followed for use of firearms.	<ul style="list-style-type: none"> ● Ensuring that correct and legally required procedures are complied with for all aspects of firearms use (e.g. registration of firearms, storage of arms and ammunition, maintenance and checking, training and certification of authorised users, issuing of firearms and ammunition, correct use, observance of standard operating procedures and rules of engagement, reporting and documentation of incidents). ● Providing a high level of training and supervision. 	<ul style="list-style-type: none"> ● Laws and regulations related to possession and use of firearms and ammunition. ● Relevant standard operating procedures and rules of engagement.
LAR 2.11	Deploy and use remote surveillance equipment.	<ul style="list-style-type: none"> ● Effectively deploying and gathering information using equipment such as unmanned aerial vehicles, automatic cameras, radar, balloons, shot detectors, metal detectors, etc. 	<ul style="list-style-type: none"> ● Uses and limitations of available equipment. ● Safe, use, legal use and maintenance of equipment.

LAR LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
LAR 1	UPHOLDING LAWS AND REGULATIONS. LEVEL 1	Conduct supervised prevention, enforcement and compliance activities.	<ul style="list-style-type: none"> ● Main threats to the PA. ● Relevant elements of the law. ● Legal rights and obligations of individuals and of law enforcement officers. ● Relevant policies and operating procedures.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
LAR 1.1	Identify signs and evidence of unauthorised activities and security threats in the field.	<ul style="list-style-type: none"> ● Recognising and identifying signs and evidence relevant to the threats and legal issues faced by a protected area. ● For example: signs of illegal logging (cut stumps, sawmill sites, extraction routes, chainsaw noise); poaching (different types of snare and trap, gunshots, remains of poached animals); use of poisons; unauthorised access, unauthorised resource use; unexploded ordnance; security threats (incursions, traps, potential confrontations). 	<ul style="list-style-type: none"> ● The main threats faced by the PA. ● Signs of illegal activity. ● Species targeted by poachers.
LAR 1.2	Provide information to protected area users about laws, rights and regulations affecting a protected area.	<ul style="list-style-type: none"> ● Providing verbal information and guidance about laws and regulations to stakeholders (local residents, visitors, tourists, authorised users, violators). ● Explaining and answering questions. 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Basic techniques for verbal communication. ● See also CAC 1.
LAR 1.3	Participate in supervised law enforcement operations in compliance with standard operating procedures.	<ul style="list-style-type: none"> ● Following correct procedures for typical law enforcement operations: (information gathering, inspections, patrols, searches, checkpoints, raids) legally and in accordance with instructions and standard operating procedures (SOPs). 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Relevant standard operating procedures.

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LAR 1.4	Follow legal, ethical and safe procedures for apprehending suspects, violators and detainees.	<ul style="list-style-type: none"> ● Apprehending, detaining or arresting suspects (if permitted) legally, ethically and in accordance with instructions and established procedures. ● Taking steps to ensure apprehension by law enforcement personnel (e.g. police) if required. ● Respecting the rights of suspects and the general public. 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Relevant standard operating procedures. ● Procedures for contacting law enforcement agencies if required.
LAR 1.5	Follow correct procedures for protecting crime scenes and for seizing, securing and documenting evidence.	<ul style="list-style-type: none"> ● Securing crime scenes in order to enable detailed documentation and investigations. ● Preserving, collecting and documenting evidence related to violations, legally and in accordance with instructions and established procedures. 	<ul style="list-style-type: none"> ● Laws and procedures related to evidence and crime scenes. ● Relevant standard operating procedures.
LAR 1.6	Treat suspects and members of the public correctly and legally during law enforcement activities.	<ul style="list-style-type: none"> ● Ensuring that all contacts with suspects, local people and the general public are conducted legally, professionally and respectfully. ● Refraining from and preventing mistreatment of the public and of suspects. ● Refraining from and preventing corrupt behaviour. 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Relevant standard operating procedures.
LAR 1.7	Follow correct procedures for basic documenting and reporting on law enforcement activities.	<ul style="list-style-type: none"> ● Providing accurate verbal and written reports according to the law and to prescribed procedures. ● Using digital aids for recording information in the field if required (e.g. handheld computers, smart phones, applications such as SMART and FIST). 	<ul style="list-style-type: none"> ● Procedures and formats for reporting. ● Use of electronic data collection devices. ● Relevant standard operating procedures.
LAR 1.8	Provide formal evidence (written and verbal).	<ul style="list-style-type: none"> ● Providing accurate written statements and accounts. ● Providing accurate and reliable verbal evidence in official investigations and court procedures. 	<ul style="list-style-type: none"> ● Requirements for formal written statements. ● Court procedures and rules for providing evidence. ● Techniques for verbal communication and responding to questions (see CAC).

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LAR 1.9	Respond correctly to non-violent disputes and confrontations.	<ul style="list-style-type: none"> ● Using a range of non-violent, legal and ethical techniques for avoiding conflict and defusing hostile situations (e.g. dealing with disputes, threats, non-cooperation or intimidation). ● Techniques may include: using correct language, using and reading body language, showing good listening skills, providing clear and consistent responses, staying calm under provocation, and knowing when to withdraw and when to summon assistance. ● Following instructions and standard operating procedures in threatening situations. 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Conflict avoidance and reduction techniques. ● Relevant standard operating procedures.
LAR 1.10	Respond correctly and appropriately to physical threats and attacks.	<ul style="list-style-type: none"> ● Use of self-defence techniques, equipment and appropriate force in response to physical attacks. ● Following instructions and use of standard operating procedures in threatening situations and physical confrontations. 	<ul style="list-style-type: none"> ● Laws and rights affecting the PA, resources, users and stakeholders and PA personnel. ● Concept of appropriate response and force. ● Standard operating procedures for dealing with violent confrontations.
LAR 1.11	Care for and use firearms legally, correctly and safely.	<ul style="list-style-type: none"> ● Checking, maintaining, safely handling and storing firearms and ammunition according to established rules and procedures. ● Using firearms to prevent or respond to life threatening attacks by wildlife or people according to the law and standard procedures. ● Cooperating in investigations and reporting following use of firearms. 	<ul style="list-style-type: none"> ● Law regarding handling and use of firearms. ● Specific use of the firearms issued. ● Standard procedures for dealing with violent confrontations. ● Rules of engagement determining the use of firearms.

CATEGORY COM

LOCAL COMMUNITIES AND CULTURES

Establishing systems of protected area governance and management that address the needs and rights of local communities

COM LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 4	LOCAL COMMUNITIES AND CULTURES. LEVEL 4	Ensure system-wide recognition of community rights and needs, and enable community participation in protected area governance and management.	<ul style="list-style-type: none"> ● Diversity of stakeholders, communities and cultures across the PA system and surrounding areas. ● National and international policies, legislation, plans and assistance programmes relevant to protected areas, local communities, indigenous peoples and human rights. ● Principles of free, prior and informed consent. ● Rights-based approaches to development and natural resource management.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
COM 4.1	Enable formal recognition of the roles, rights and needs of local and indigenous communities in and around protected areas.	<ul style="list-style-type: none"> ● Ensuring that the rights and interests of local communities and indigenous peoples (LCs and IPs) are adequately reflected in policies, laws, regulations and procedures relevant to protected areas. ● Promoting formal recognition of the roles, rights and needs of LCs and IPs (e.g. through legislation, policies for a protected area system, negotiated agreements with indigenous and community groups, etc.). ● Promoting the adoption of the principles of free prior informed consent. ● Promoting compliance with international conventions and other agreements. 	<ul style="list-style-type: none"> ● Laws, policies and practices related to communities, natural resources and protected areas. ● Relationships between IPs and LCs and protected areas. ● Main individuals/organisations representing IPs and LCs. ● Relevant international conventions and agreements.

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COM 4.2	Enable integration of the needs and rights of local and indigenous communities into governance and management of protected areas.	<ul style="list-style-type: none"> ● Coordinating assessments of the status, needs and rights of local and indigenous communities in and around protected areas. ● Ensuring that PA management authorities respect laws and regulations affecting local communities and indigenous peoples and their rights of access to and use of resources (including consideration of traditional laws, rights and knowledge). ● Organising related training and awareness programmes for protected area decision makers and staff and for local communities. ● Enabling establishment of community conserved areas/zones. ● Mobilising resources to support community support and development in and around PAs. 	<ul style="list-style-type: none"> ● Relevant national policy and legislation. ● International agreements related to local communities, indigenous peoples and protected areas. ● Details of main local stakeholders, communities and indigenous peoples associated with protected areas in the national system. ● Options for and examples of improving and securing rights of PA communities.
COM 4.3	Institutionalise formal participation of local communities in governance and management of protected areas.	<ul style="list-style-type: none"> ● Actively encouraging and enabling appropriate forms of participatory governance of protected areas (e.g. through establishing a range of PA categories and management systems that enable community support and participation, formalising mechanisms for participatory governance, supporting PA directors to establish participatory governance, recognising Community Conserved Areas, etc.) ● Enabling access for PA personnel and local communities to information, guidance, training and support for improved governance. 	<ul style="list-style-type: none"> ● National policy and legislation regarding governance of PAs and natural resources. ● Options for and examples of improving and extending governance of PAs. ● IUCN governance and protected area categories and related guidance.
COM 4.4	Coordinate initiatives to support the fair and equitable sharing of benefits arising from the use of genetic resources (access and benefit sharing).	<ul style="list-style-type: none"> ● Coordinating assessments of the current situation concerning access and benefit sharing. ● Establishing national legislation, regulations and processes for access and benefit sharing. ● Supporting protected area managers in the local application of access and benefit sharing mechanisms. ● Organising relevant training and awareness programmes for protected area decision makers and staff. 	<ul style="list-style-type: none"> ● Provisions of the Nagoya Protocol. ● International best practice and case studies regarding access and benefit sharing. ● National policy and legislation regarding access and benefit sharing.
COM 4.5	Contribute significantly to international initiatives for improving engagement of local and indigenous communities in protected area management.	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to the positive engagement of indigenous peoples and local community in protected area management (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● International policy and legislation regarding governance of PAs and natural resources. ● Options for and best practice examples of improving/extending governance of PAs.

COM LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 3	LOCAL COMMUNITIES AND CULTURES. LEVEL 3	Direct the development and implementation of programmes that integrate protected area management objectives with the rights and needs of local communities.	<ul style="list-style-type: none"> ● Diversity of local stakeholders, communities and cultures. ● Legal and organisational requirements for community development, human rights, access and benefit sharing. ● Principles and practice of community and local sustainable development. ● Principles and practice of good governance.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
COM 3.1	Direct the participatory collection and assessment of socio-economic and cultural information.	<ul style="list-style-type: none"> ● Ensuring that a protected area administration has an adequate knowledge and understanding of local and indigenous communities. ● Working with specialists in community-based research and assessment. ● Ensuring that information gathering is participatory and respectful of the beliefs and traditions of local and indigenous peoples. ● Working with local communities to identify and where possible quantify the impacts (positive and negative) of a protected area on local communities and of local communities on a protected area. 	<ul style="list-style-type: none"> ● Main parameters and indicators used in community assessments (e.g. locations, populations, cultures, rights, livelihoods, welfare, living conditions, local traditions and cultural practices, indigenous knowledge, local forms of governance). ● Participatory survey and assessment techniques. ● Potential costs, benefits and impacts of survey techniques.

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COM 3.2	Direct development of a strategy and plan for engagement by a protected area with local communities.	<ul style="list-style-type: none"> ● Preparing a detailed strategy and plan for community engagement by a protected area, developed with full participation of local stakeholders. ● Identifying appropriate mechanisms for local communities to participate in PA planning, management and monitoring. ● Identifying agreed forms of co management, devolved management, establishment of buffer zones, community conserved zones, etc. ● Identifying joint plans, projects or proposals for activities that benefit PA communities and a protected area. ● Incorporating the plan into the overall management strategy/plan for a protected area. ● Communicating the strategy and plan to PA staff and local stakeholders. 	<ul style="list-style-type: none"> ● National policy and legislation related to local communities, indigenous peoples and protected areas. ● Details of local stakeholders, communities and indigenous peoples. ● Rights, priorities and needs of PA communities and options for addressing them. ● Principles of good governance and co management. ● IUCN governance categories and guidance. ● Participatory planning and decision making techniques and their uses.
COM 3.3	Enable participation of communities in protected area governance and management.	<ul style="list-style-type: none"> ● Instituting mechanisms for regular communication and consultation with local communities. ● Ensuring formal representation of local communities in relevant meetings, workshops, planning and decision making bodies and processes. ● Ensuring inclusion of groups such as indigenous peoples, local minorities, young people, women, and those disadvantaged or underrepresented for various reasons. 	<ul style="list-style-type: none"> ● Details of main local stakeholders, communities and indigenous peoples associated with protected area. ● Principles and practices of participatory governance.
COM 3.4	Negotiate and maintain formal agreements with communities.	<ul style="list-style-type: none"> ● Participatorily negotiating and agreeing formal agreements (e.g. permit and licensing schemes, management and resource use rights, limits and quotas, boundaries and use zones, buffer zones, revenue generation and benefit sharing schemes, etc.). ● Recognising traditional rights. 	<ul style="list-style-type: none"> ● Principles and practices of negotiation and participatory decision making. ● Legal aspects of contracts and agreements. ● Customary decision making and agreement processes.

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COM 3.5	Ensure that protected area management activities respect policies and agreements and the rights of communities.	<ul style="list-style-type: none"> ● Ensuring that PA policies and procedures take into consideration community rights, needs and agreements. ● Ensuring that PA staff are aware of and observe the rights of local communities and relevant policies and agreements. ● Observing principles of free prior informed consent, in particular with respect to relocation and resettlement. ● Taking appropriate action to prevent and address problems and incidents. 	<ul style="list-style-type: none"> ● Law and regulations related to the rights of PA communities. ● Specific rights and agreements affecting local communities. ● Obligations of the PA with respect to local communities.
COM 3.6	Facilitate activities that support sustainable socio-economic development of communities.	<ul style="list-style-type: none"> ● Promoting development activities for and by local communities that are compatible with the other objectives of a protected area. ● Enabling sharing of benefits derived from a protected area with local communities. ● Enabling access by PA communities to assistance, support and finance for development projects, enterprise development, sustainable use, etc. ● Promoting and enabling establishment of local networks and organisations. 	<ul style="list-style-type: none"> ● Options for self-development by PA communities. ● Sources of development assistance and support for communities.
COM 3.7	Promote and support the cultural identity and traditional knowledge and practices of local communities.	<ul style="list-style-type: none"> ● Acknowledging and making use of traditional knowledge, experience, forms of management and decision making and other ‘intangible heritage’. ● Proactively encouraging and supporting local traditional practices compatible with PA objectives (e.g. architectural styles, languages, handicrafts, land and resource management practices, cultural events). 	<ul style="list-style-type: none"> ● Culture and cultural practices of local communities. ● Traditional beliefs and concepts of local communities. ● Sensitivities of local communities with respect to traditional knowledge.
COM 3.8	Ensure the protection of sites, features and objects of cultural importance.	<ul style="list-style-type: none"> ● Introducing specific programmes for the protection, preservation or restoration of important cultural sites and of ‘immoveable’ and ‘moveable’ heritage. ● Working with local communities in cultural site protection and management (e.g. for spiritual sites). 	<ul style="list-style-type: none"> ● Specific techniques for management of cultural heritage sites and artefacts.

COM LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 2	LOCAL COMMUNITIES AND CULTURES. LEVEL 2	Collaborate with local communities to implement activities that address the needs of people and the functions of a protected area.	<ul style="list-style-type: none"> ● Diversity of local stakeholders, communities and cultures (traditions, languages, practices, livelihoods, rights, obligations, needs and concerns). ● Principles and practices for working with local communities and indigenous peoples.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
COM 2.1	Maintain productive and equitable working relationships with local communities and indigenous peoples.	<ul style="list-style-type: none"> ● Maintaining regular formal and informal contact with communities. ● Building and maintaining constructive working relationships with local leaders and influential people. ● Understanding and addressing differences of opinion and potential conflicts. ● Participating actively and constructively in meetings, workshops and community events. ● Coordinating and facilitating community engagement activities and events. 	<ul style="list-style-type: none"> ● Local communities and their cultures. ● Issues that may be sensitive or subject to differing opinions. ● Policies and regulations of the PA affecting local people. ● Techniques for constructive communication and conflict avoidance (see CAC).
COM 2.2	Plan, lead and report on cultural and socio-economic surveys and assessments.	<ul style="list-style-type: none"> ● Identifying survey/monitoring purpose, targets and methods. ● Identifying and mobilising personnel, equipment, and logistics. ● Collecting information on communities, local forms of governance, social conditions, livelihoods, resource use, culture, etc. ● Collating, analysing and presenting results. ● Making practical recommendations for improving management practice. 	<ul style="list-style-type: none"> ● Principles and practice of field-based survey and participatory research work with local communities. ● Processes and techniques for collecting information (e.g. questionnaires, household interviews, observation surveys, focus groups, participatory mapping, etc.).

A	B	C	D
COM 2.3	<p>Facilitate and support agreements for community-based sustainable use of natural resources.</p>	<ul style="list-style-type: none"> ● Working with communities, user groups and conservation specialists to negotiate agreements and regulations for sustainable resource use compatible with the conservation objectives of a protected area. ● Monitoring and implementation of agreements and observance of regulations. ● See also BIO 2.6. 	<ul style="list-style-type: none"> ● Principles and practical aspects of sustainable use projects. ● Local needs and demands for products from the PA. ● Status and ecology of wild resources in the PA (see BIO 2). ● Project development (see COM 2.4). ● Enterprise development (see COM 2.5).
COM 2.4	<p>Facilitate and support establishment of community development projects.</p>	<ul style="list-style-type: none"> ● Enabling access for communities to specialist knowledge, advice and support (e.g. access to extension services, advice on sustainable harvesting, information on projects and programmes, sources of funding and credit, welfare services, educational services, credit facilities, etc.). ● Supporting establishment of compatible development activities identified by/with local communities. 	<ul style="list-style-type: none"> ● Development needs and priorities of local communities. ● Participatory planning and management techniques and processes. ● Range of potential sources of development assistance, funding, microfinance, etc.
COM 2.5	<p>Facilitate and support establishment of community-based economic enterprises.</p>	<ul style="list-style-type: none"> ● Working with communities to establish and operate social and environmental enterprises compatible with the objectives of a protected area (for example tourism services, processing/sale of sustainably harvested resources, provision of local services, etc.). 	<ul style="list-style-type: none"> ● Laws and regulations related to small enterprise development. ● Mechanisms for access to credit and financial services. ● Small enterprise planning, development, marketing and management.
COM 2.6	<p>Plan, lead and report on measures to safeguard cultural and historic sites, structures and artefacts.</p>	<ul style="list-style-type: none"> ● Conducting participatory surveys and assessments of cultural artefacts and ‘immovable’ heritage (archaeological and historic features and locations) within a protected area. ● Working with local communities to propose measures for the management and protection of important elements of immovable and/or portable heritage. 	<ul style="list-style-type: none"> ● Archaeological and cultural landscape survey techniques. ● Techniques for preservation/restoration of archaeological/ historic sites. ● Techniques for preservation and care of finds and historic artefacts.
COM 2.7	<p>Plan lead and report on measures to safeguard intangible cultural heritage.</p>	<ul style="list-style-type: none"> ● Conducting participatory surveys and assessments of ‘intangible heritage’ (traditions, skills, arts, designs, oral history, etc.) of PA local communities. ● Working with local communities to propose measures to safeguard intangible heritage. 	<ul style="list-style-type: none"> ● Sensitivities of local communities to cultural surveys. ● Participatory survey and research techniques. ● Options for sustaining traditions and other intangible heritage.

COM LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
COM 1	LOCAL COMMUNITIES AND CULTURES. LEVEL 1	Engage appropriately with local communities.	<ul style="list-style-type: none"> ● Basic understanding of local stakeholders, communities and cultures. ● Importance of cultural sensitivity and of understanding and respecting local customs, rules, traditions, etc.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
COM 1.1	Communicate and interact appropriately with local community members.	<ul style="list-style-type: none"> ● Demonstrating awareness of and sensitivity to local cultures and practices. ● Complying with policies and guidance on relations with local people. ● Providing basic information to local people about a protected area, its functions, regulations and approaches for working with local communities. ● Demonstrating awareness of and sensitivity to cultural issues in all aspects of work. ● See also CAC Level 1, FPC. 	<ul style="list-style-type: none"> ● Policies and regulations of the PA affecting local people. ● Diversity of local stakeholders, communities and cultures. ● Local customs, rules, traditions, languages, practices, livelihoods.
COM 1.2	Conduct extension field work with local communities.	<ul style="list-style-type: none"> ● Working under supervision on practical joint implementation of community outreach and extension activities. ● Relevant activities include basic surveys, agriculture, construction, health and welfare, sustainable use, education, etc. ● Working in a participatory, inclusive and sensitive manner. ● Recording and reporting on activities and results. 	<ul style="list-style-type: none"> ● Policies and regulations of the PA affecting local people. ● Diversity of local stakeholders, communities and cultures. ● Local customs, rules, traditions, languages, practices and livelihoods.

CATEGORY TRP
TOURISM, RECREATION AND PUBLIC USE

Providing environmentally and economically sustainable tourism and recreation opportunities
in and around protected areas

TRP LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 4	TOURISM, RECREATION AND PUBLIC USE. LEVEL 4	Enable system-wide provision of opportunities for environmentally and economically sustainable tourism and recreation	<ul style="list-style-type: none"> ● National and international policy and legislation on tourism. ● National and international trends in tourism. ● Meanings of different types of tourism (ecotourism, agro-tourism, nature-based tourism, etc.) ● Functioning of the tourism sector.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
TRP 4.1	Coordinate development of a national policy and strategy for public use, tourism and recreation in and around protected areas.	<ul style="list-style-type: none"> ● Analysing the legal and regulatory frameworks for tourism. ● Identifying types of tourism and recreation activity appropriate to and incompatible with protected areas. ● Developing a national strategy, guidance, norms and standard operating procedures for public access and activities in PAs. 	<ul style="list-style-type: none"> ● National laws, policies for tourism. ● Functioning of the national tourism sector. ● Principles and practices of sustainable tourism in the context of PAs. ● Current provision of and opportunities for public use of PAs.

A	B	C	D
TRP 4.2	<p>Enable provision of appropriate opportunities for sustainable public use, tourism and recreation across a protected area system.</p>	<ul style="list-style-type: none"> ● Ensuring establishment of PAs in categories that allow tourism and recreation. ● Supporting PA directors to develop appropriate tourism, recreation and public use facilities, opportunities and programmes. ● Promoting the benefits of responsible tourism in PAs, for PA managers, local communities and local economies. ● Enabling access for PA personnel to information, guidance, training, advice, projects, etc. ● Enabling partnerships with the tourism sector for development and marketing of appropriate tourism facilities, services and products. 	<ul style="list-style-type: none"> ● Opportunities and limitations for tourism and recreation in PAs across the system. ● Principles and practices of sustainable tourism in the context of PAs. ● Current provision of and opportunities for public use of PAs.
TRP 4.3	<p>Promote protected areas as destinations for public use, sustainable tourism and recreation.</p>	<ul style="list-style-type: none"> ● Working with national authorities, agencies and the private sector to develop, market and promote tourism opportunities in protected areas. ● Ensuring that a protected area system is included in national plans and policies for tourism marketing. 	<ul style="list-style-type: none"> ● Opportunities for tourism and recreation in PAs. ● Functioning of and trends in the tourism sector (nationally and internationally). ● Marketing approaches and techniques.
TRP 4.4	<p>Contribute significantly to international initiatives for developing sustainable tourism and recreation in and around protected areas.</p>	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to tourism and recreation in PAs (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● Options for and best practice examples of improving and extending sustainable tourism and recreation in and around PAs. ● International policy and legislation regarding tourism and recreation in PAs/rural areas.

TRP LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 3	TOURISM, RECREATION AND PUBLIC USE. LEVEL 3	Direct development and implementation of programmes for sustainable tourism and recreation appropriate to a protected area.	<ul style="list-style-type: none"> ● Legislation and organisational policy for tourism and public use in protected areas. ● Principles of ecotourism and nature-based tourism. ● Principles and practices of tourism development and management. ● Role of tourism and visitation in the management protected areas.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
TRP 3.1	Direct development of a strategy and plan for tourism, recreation and public use in a protected area.	<ul style="list-style-type: none"> ● Preparing a detailed strategy and plan for sustainable and economically viable tourism and recreation in a protected area. ● Conducting market analysis, identifying opportunities, demand, target groups, suitable activities, infrastructure and equipment needs, limits, zones, impacts, visitor management requirements, etc. ● Identifying potential partnerships and opportunities for PA communities and local businesses to invest in, participate in and benefit from tourism and visitation. ● Communicating the strategy and plan to PA staff and local stakeholders. ● Incorporating the plan into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● The tourism sector and relevant policies, strategies, laws, regulations and initiatives. ● The range of recreation opportunities typically offered by PAs and their compatibility with different types and categories of PA.

A	B	C	D
TRP 3.2	<p>Direct establishment and maintenance of appropriate facilities, equipment and infrastructure for visitors.</p>	<ul style="list-style-type: none"> ● Establishing and maintaining the infrastructure required for general visitation (access, parking, visitor reception, information centres, service infrastructure, etc.). ● Establishing and maintaining specific facilities and equipment required for a range of recreation activities appropriate to a protected area. ● Identifying sources of funding for infrastructure development (government funds, projects, investors, etc.). ● Ensuring that facilities, installations and equipment are well constructed, safe, appropriate in scale and design and have minimal environmental impact. 	<ul style="list-style-type: none"> ● Laws, regulations and processes for designing, commissioning and constructing infrastructure. ● Infrastructure and equipment requirements for specific recreation activities. ● Principles and practices of low impact and 'green' design and construction. ● Commissioning and management of construction projects (see also PPP 3 and FRM 3).
TRP 3.3	<p>Direct development of business plans, budgets and fee structures for visitor services and activities.</p>	<ul style="list-style-type: none"> ● Identifying the financial costs and benefits of tourism and recreation provision. ● Identifying personnel requirements and competences. ● Preparing budgets and financial forecasts. ● Ensuring that tourism initiatives and enterprises are viable. ● Defining entry fees, user fees, concession fees, etc. 	<ul style="list-style-type: none"> ● Range of options for budgeting and managing financially viable provision of visitor services. ● Business planning and budgeting. ● Laws and regulations related to business development.
TRP 3.4	<p>Ensure that visitors have safe, well-managed, informative and enjoyable visits.</p>	<ul style="list-style-type: none"> ● Assuring the quality of the visitor experience and a high standard of visitor management by personnel, concessionaires and service providers. ● Ensuring safety, security and compliance with regulations of visitors, personnel and service providers. ● Introducing safety standards and codes of conduct for visitors, staff and service providers and for hazardous activities. ● Ensuring that personnel/service providers are adequately trained and competent. ● Ensuring collection and reporting of feedback and data about public use. 	<ul style="list-style-type: none"> ● Relevant legislation. ● Principles and practices of visitor management. ● Safety and security hazards and risk reduction approaches. ● Visitor survey approaches and techniques. ● Competence requirements of public use management personnel.

A	B	C	D
TRP 3.5	Ensure monitoring and management of the impacts of public use.	<ul style="list-style-type: none"> ● Identifying/predicting/monitoring negative environmental impacts of public use of a protected area (e.g. killing and disturbance of wildlife, habitat damage, erosion, waste, pollution, vandalism, pest species). ● Identifying/predicting/monitoring social and cultural impacts of public use of a protected area (e.g. erosion of local cultures, unfair competition with local businesses, behaviours and practices unacceptable to local sensitivities, etc.) ● Developing suitable solutions (in collaboration with users and local stakeholders) for elimination or reduction of impacts. ● Introducing limits on activity on the basis of carrying capacity and/or limits of acceptable change. 	<ul style="list-style-type: none"> ● Potential range of impacts of recreation and public use and of options for impact reduction. ● Species, ecosystems and locations that are particularly vulnerable. ● Approaches for defining carrying capacities and determining limits of acceptable change. ● Impact monitoring techniques.
TRP 3.6	Ensure marketing of opportunities for tourism, recreation and public use.	<ul style="list-style-type: none"> ● Working with government agencies and the private sector to market and promote a protected area as a destination. ● Collaborating in marketing with other attractions and service providers. ● Organising direct marketing through publicity, internet, media, etc. 	<ul style="list-style-type: none"> ● Priorities, trends and policies relevant to the tourism sector. ● Range of opportunities for marketing and marketing techniques.
TRP 3.7	Establish partnerships and agreements with communities and businesses for tourism and recreation.	<ul style="list-style-type: none"> ● Taking positive steps to encourage and enable local people and businesses to add to and benefit from the recreation offering of a protected area (e.g. through the supply of goods and services to visitors and operation of recreation sites and activities). ● Negotiating concessions/franchises/agreements for the operation of facilities and provision of services. 	<ul style="list-style-type: none"> ● The local economy and local stakeholders. ● Small enterprise development. ● Contract and franchise management (see FRM).

TRP LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 2	TOURISM, RECREATION AND PUBLIC USE. LEVEL 2	Plan, manage and monitor programmes, activities and services for visitors to a protected area.	<ul style="list-style-type: none"> ● Organisational policies and procedures for tourism, recreation and public use. ● Role of tourism and visitation in the management of protected areas. ● Basic principles of ecotourism and nature-based tourism. ● The tourism sector in the region around the protected area.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
TRP 2.1	Manage visitation and use of facilities.	<ul style="list-style-type: none"> ● Ensuring that visitor activities and experiences offered by a protected area (and contractors, partners and franchise holders) are conducted to a high standard (quality of experience, safety, supervision, etc.). ● Ensuring day-to-day management of facilities (entrance gates, information centres, car parks, retail outlets, trails, washrooms, play areas, etc.). ● Supervising personnel responsible for operating facilities and leading visitor activities (guides, interpreters, recreation rangers, reception personnel). ● Reporting problems and solving them where possible. ● Maintaining records and preparing reports. 	<ul style="list-style-type: none"> ● Recreation opportunities offered by the PA and expected standards of visitor experiences. ● Expected standards of maintenance, condition, hygiene etc. of visitor facilities. ● Regulations affecting the site and activities.
TRP 2.2	Manage needs and behaviour of visitors.	<ul style="list-style-type: none"> ● Ensuring that visitors are well informed, comply with regulations, and are well regulated/supervised. ● Supervising and supporting guides and tourism staff who work directly with visitors. ● Dealing with problems related to visitors (conflicts, emergencies, accidents, breaches of regulations, etc.). 	<ul style="list-style-type: none"> ● Regulations and codes of conduct of the protected area. ● Interpersonal skills for dealing with visitors in different situations (see CAC). ● Emergency response procedures. ● First aid (see FLD).

A	B	C	D
TRP 2.3	Monitor and manage the impacts (environmental and social) of visitation.	<ul style="list-style-type: none"> ● Identifying actual and potential impacts of tourism and recreation on the environment and social values of a protected area. ● Monitoring and reporting on impacts using appropriate indicators and methods. See also BIO 2. ● Specifying responses and remedial actions to address impacts. 	<ul style="list-style-type: none"> ● Possible impacts of visitation. ● Principles and practices of monitoring. ● Range of possible actions to prevent, avoid, reduce or mitigate impacts.
TRP 2.4	Conduct surveys about visitors, the use of a protected area and its facilities.	<ul style="list-style-type: none"> ● Collecting and analysing quantitative and qualitative data about public use and about visitors using a range of suitable methods. ● Providing regular reports on visitation and use. ● Making recommendations based on survey results. 	<ul style="list-style-type: none"> ● Uses of a range of survey techniques. ● Analysis and presentation techniques.
TRP 2.5	Manage and lead specialised and hazardous recreation activities.	<ul style="list-style-type: none"> ● Organising and leading advanced/specialised/hazardous recreation activities (e.g. example rafting, mountaineering, cross country skiing, snorkelling). ● Ensuring that all requirements for safety are in place and complied with. ● Supervising guides and other personnel. 	<ul style="list-style-type: none"> ● Full details of activities, and operation of equipment. ● Emergency procedures.
TRP 2.6	Manage visitor accommodation.	<ul style="list-style-type: none"> ● Managing guesthouses, hostels, campsites, etc. operated by a protected area administration or its partners. ● Ensuring provision of good standards of accommodation, facilities, hygiene and service. ● Organising bookings, logistics, billing, etc. 	<ul style="list-style-type: none"> ● Laws and regulations affecting visitor accommodation. ● Principles and practices of hospitality management.
TRP 2.7	Manage catering (food service) for visitors.	<ul style="list-style-type: none"> ● Preparing and providing good quality meals, snacks, refreshments, etc. for visitors. ● Ensuring adequate facilities and equipment are in place. ● Ensuring laws and regulations regarding food service and hygiene are observed. ● Supervising catering staff. 	<ul style="list-style-type: none"> ● Laws and regulations affecting food preparation, service and hygiene. ● Principles and practices of catering and food service.
TRP 2.8	Manage sales activities and retail outlets.	<ul style="list-style-type: none"> ● Managing facilities involving sales of goods and/or services to visitors (shops, ticketing points, cafes, hostels, etc.). ● Maintaining required documentation of sales. ● Cash handling and/or processing of credit cards. ● Managing inventory/ordering, etc. ● Supervising sales staff. 	<ul style="list-style-type: none"> ● Basic principles and practices of retailing. ● Correct procedures for dealing with money. ● Range of products and services on sale. ● Laws and regulations affecting sales.

TRP LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TRP 1	TOURISM, RECREATION AND PUBLIC USE. LEVEL 1	Guide, assist and supervise protected area visitors and recreational activities.	<ul style="list-style-type: none"> ● Role of tourism and visitation in the management of the protected area. ● Relevant policies and operating procedures.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
TRP 1.1	Welcome, assist and regulate visitors on site.	<ul style="list-style-type: none"> ● Giving directions, providing basic advice to visitors about recreation opportunities, safety, permitted and prohibited activities. ● Responding correctly and accurately to questions and complaints. ● Responding correctly to violations of codes and regulations and inappropriate behaviour. 	<ul style="list-style-type: none"> ● Recreation opportunities and regulations in the PA. ● Verbal communication skills. ● See also AWA and CAC.
TRP 1.2	Respond to emergencies and accidents to visitors.	<ul style="list-style-type: none"> ● Following procedures for reporting and responding to accidents, emergencies and other problems affecting visitors to a protected area. 	<ul style="list-style-type: none"> ● First aid (see FLD). ● Emergency procedures of the PA for dealing with accidents and emergencies.
TRP 1.3	Guide basic visitor activities.	<ul style="list-style-type: none"> ● Leading correctly and safely basic ‘face to face’ (non-hazardous, non-specialist) recreation activities (e.g. guided walks, nature trails, short hikes, tours of exhibitions, etc.). ● Providing appropriate information and assistance to participants. 	<ul style="list-style-type: none"> ● Recreational facilities and programmes offered by the PA. ● Field skills (see FLD). ● Communication and awareness skills (see AWA and CAC).

A	B	C	D
TRP 1.4	Operate entrance, ticketing and sales facilities.	<ul style="list-style-type: none"> ● Operating entrance points, sales points. ● Correctly following procedures for sales, ticketing, cash handling, etc. 	<ul style="list-style-type: none"> ● Ticketing systems and pricing scales. ● Range of products being sold by the PA. ● Sales procedures. ● Interpersonal skills (see CAC). ● Cash handling (see FRM). ● Processing of credit/debit cards and other forms of payment.
TRP 1.5	Assist in guiding advanced visitor activities.	<ul style="list-style-type: none"> ● Assisting in leading potentially hazardous recreation activities requiring special technical equipment and skills (e.g. long distance hiking, water-based activities, climbing, zip line, etc.). ● Observation of all safety requirements. ● Providing appropriate information and assistance to participants. 	<ul style="list-style-type: none"> ● Full details of the activity and operation of equipment. ● Full regulations affecting the activity. ● Hazards and risks and responses to them. ● See TRP 2.5.

CATEGORY AWA AWARENESS AND EDUCATION

Ensuring that local stakeholders, visitors, decision makers and the wider public are aware of protected areas, their purpose and values, and how they are governed and managed

AWA LEVEL 4

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
AWA 4	AWARENESS AND EDUCATION. LEVEL 4	Promote national and international awareness of a protected area system, its purpose and values.	<ul style="list-style-type: none"> ● Principles and practice of communication, awareness raising, advocacy and social marketing. ● Relevant global best practice and examples (e.g. through IUCN, Conventions, CBD).
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
AWA 4.1	Coordinate development of a strategy for visibility, awareness and education across a protected area system.	<ul style="list-style-type: none"> ● Developing a national image for a system of PAs. ● Identifying key audiences, messages and media for awareness and education. ● Developing a national strategy, guidance and standards for communication, awareness, interpretation, education and design. 	<ul style="list-style-type: none"> ● Processes for developing a communication strategy. ● Details of the protected area system. ● Principles of effective communication and design.
AWA 4.2	Promote national awareness and understanding of a protected area system and its values.	<ul style="list-style-type: none"> ● Explaining, representing and maintaining the profile of a PA system through events, media work, participation in conferences, policy fora, campaigns, etc. ● Coordinating national awareness campaigns focusing on protected areas. ● Establishing mechanisms for dialogue and information exchange between protected area officials, stakeholders, relevant sectors and civil society. ● Presenting detailed arguments and justifications for government and sectoral support of PAs and biodiversity. 	<ul style="list-style-type: none"> ● Details of the protected area system. ● Range of stakeholders relevant to PA management. ● Communication and advocacy techniques. ● National and international opportunities and forums for awareness raising. ● Media awareness.

A	B	C	D
AWA 4.3	Promote the inclusion of protected area and biodiversity issues in educational curricula.	<ul style="list-style-type: none"> ● Promoting inclusion of PA/biodiversity issues into educational curricula at all levels. ● Enabling access by educational authorities to information and materials for curriculum development. ● Promoting development of university and college courses and curricula in applied conservation and protected area management. 	<ul style="list-style-type: none"> ● Structure and functioning of the educational sector. ● Requirements for development of curricula and educational programmes.
AWA 4.4	Contribute significantly to international initiatives for improving awareness, education and information related to protected areas.	<ul style="list-style-type: none"> ● Making a significant and recognised contribution internationally to protected area education and awareness (e.g. through publication of specialist guidance, active membership of an IUCN specialist group, conference presentations, provision of high level training, etc.). 	<ul style="list-style-type: none"> ● Options for and best practice examples of improving awareness, education and interpretation in and around PAs. ● International policy and legislation regarding awareness, education, media.

AWA LEVEL 3

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
AWA 3	AWARENESS AND EDUCATION. LEVEL 3	Direct development and implementation of an awareness strategy for a protected area.	<ul style="list-style-type: none"> ● Principles and practice of communication, awareness raising, advocacy and social marketing.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
AWA 3.1	Direct development of a protected area communication strategy and plan.	<ul style="list-style-type: none"> ● Identifying main themes and messages for visibility, interpretation, education and awareness. ● Identifying target groups (e.g. visitors, local communities, schools and educational institutions, other resource use sectors). ● Identifying suitable methods and media for communicating messages to target groups. ● Preparing programmes of awareness, interpretation and education. ● Identifying personnel requirements and competences. ● Communicating the strategy and plan to PA staff and local stakeholders. ● Incorporating the plan into the overall management strategy/plan for a protected area. 	<ul style="list-style-type: none"> ● Principles and practices of education, awareness raising and social marketing. ● The range of techniques for interpretation, awareness and education. ● Participatory planning processes.
AWA 3.2	Direct development of a protected area image and brand.	<ul style="list-style-type: none"> ● Working with specialists to develop a unique image and brand for use in awareness raising and marketing of a protected area. ● Developing an image and logo for a protected area. ● Developing consistent standards for design of protected area facilities and publications, etc. 	<ul style="list-style-type: none"> ● Brand development methods. ● Social marketing techniques. ● Branding and design principles for the PA system.

A	B	C	D
AWA 3.3	Direct the design, production and deployment of awareness and educational facilities and installations.	<ul style="list-style-type: none"> ● Working with designers, architects, staff and stakeholders to specify the functions, design and layout of interpretive and educational facilities (e.g. educational and awareness centres). ● Designing and installing signage systems for the site. ● Overseeing the construction of facilities and installations. 	<ul style="list-style-type: none"> ● The principles and practices of environmentally sustainable, eco-friendly and culturally appropriate design. ● Principles of visitor centre design. ● Contracting procedures for construction and design projects (see FRM).
AWA 3.4	Direct the design and production of awareness and educational materials.	<ul style="list-style-type: none"> ● Working with designers to produce attractive and effective interpretive, awareness and educational materials (leaflets, signs, posters, displays, audiovisual installations, etc.). ● Overseeing development of concepts, scripts, designs, drafts, etc. ● Overseeing production of materials. 	<ul style="list-style-type: none"> ● Principles and practices for effective design of communication materials. ● Range of available media and techniques. ● Print and other media production techniques.
AWA 3.5	Direct the design and implementation of interpretive and educational programmes.	<ul style="list-style-type: none"> ● Directing the specification, planning, design and implementation of a diverse programme of awareness, interpretational and educational activities, based on the strategy and plan. ● Working with partners to deliver education, awareness and interpretation in appropriate ways for identified target groups including local communities, schools, visitors, decision makers. ● Ensuring evaluation of the impact and effectiveness of the programmes. 	<ul style="list-style-type: none"> ● Details of the protected area communication strategy. ● Options for designing and delivering awareness, interpretational and educational programmes. ● Methods of assessing the impact of awareness and educational activities and programmes.
AWA 3.6	Direct the design and implementation of issue-based/advocacy campaigns.	<ul style="list-style-type: none"> ● Identifying topics, issues, target audiences and messages for campaigns. ● Designing and coordinating campaigns involving a range of media and techniques. 	<ul style="list-style-type: none"> ● Major threats and issues related to the PA. ● Campaigning techniques and approaches.
AWA 3.7	Develop and implement a protected area media strategy.	<ul style="list-style-type: none"> ● Developing a detailed strategy for working with the media to promote a protected area, and explain problems, conflicts and controversial issues. ● Maintaining constructive relations with the media. 	<ul style="list-style-type: none"> ● Principles and practices of media relations and interactions. ● Relevant media outlets and media personnel.

AWA LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
AWA 2	AWARENESS AND EDUCATION. LEVEL 2	Plan, manage and monitor delivery of awareness and educational activities using appropriate methods and media.	<ul style="list-style-type: none"> ● Organisational policies and procedures for awareness, education and public relations. ● Principles and practices of awareness, communication and public relations
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
AWA 2.1	Plan, lead and report on interpretive, awareness and educational programmes.	<ul style="list-style-type: none"> ● Developing and leading an appropriate, diverse and effective range of interpretive, awareness and educational messages and activities based on the communication strategy of a protected area. ● Supervising and building capacity of awareness personnel. ● Managing and maintaining awareness facilities (e.g. visitor centres, museums, interpretive trails, etc.). ● Conducting assessments of the effectiveness and impact of awareness activities. 	<ul style="list-style-type: none"> ● The communication strategy of the PA. ● Details of focal groups for awareness. ● A range of relevant techniques for interpretation, education and awareness.
AWA 2.2	Plan and lead 'person to person' awareness and educational activities.	<ul style="list-style-type: none"> ● Planning, preparing and leading interpersonal presentations (lectures, guided walks, educational events, etc.). ● Identifying and researching target audiences, themes and messages. ● Identifying suitable interpretive opportunities and techniques. ● Preparing 'scripts' and formats for the activities. ● Preparing required 'props', audio-visual aids and other materials. ● See also CAC. 	<ul style="list-style-type: none"> ● The communication strategy of the PA. ● Range of likely audiences for awareness activities in the PA. ● Range of interpersonal interpretive and communication techniques. ● Use of audio-visual and computer aids to support presentations.

A	B	C	D
AWA 2.3	Plan, draft and oversee production of publications, exhibits and signs.	<ul style="list-style-type: none"> ● Developing concepts and text for printed publications, panels, educational and interactive displays (indoor and outdoor), etc. ● Identifying and researching target audiences, themes and messages. ● Drafting and editing suitable text. ● Identifying needs for graphics, photos, etc. ● Preparing briefs for designers and working with them and printers/producers to prepare the finished product. 	<ul style="list-style-type: none"> ● The communication strategy of the PA. ● Range of options and basic specifications for printed/published media. ● Principles of interpretive/educational writing. ● Design and printing/publication principles and processes.
AWA 2.4	Plan, oversee production of and operate technology-based exhibits.	<ul style="list-style-type: none"> ● Developing concepts for technology driven displays and activities (e.g. films, audio visual presentations, touch screen displays, interactive exhibits). ● Working with specialists to design, build and install exhibits. ● Operating and maintaining exhibits. 	<ul style="list-style-type: none"> ● The communication strategy of the PA. ● Range of options and basic specifications for technological media. ● Principles of interpretive/educational design. ● Operation and day-to-day maintenance of technological exhibits.
AWA 2.5	Plan and lead special public events.	<ul style="list-style-type: none"> ● Planning and overseeing all aspects of special events at a protected area (design, budgeting, marketing, logistics, advertising, organisation). ● For example, open days, special activity days, formal openings and launches, entertainment events. 	<ul style="list-style-type: none"> ● Principles and practice of event planning and management.
AWA 2.6	Plan and deliver formal education activities.	<ul style="list-style-type: none"> ● Developing programmes, lesson plans, teaching materials, etc. linked to formal educational curricula (at primary, intermediate, high school or university levels). ● Assessing curricula, researching and designing programmes, identifying learning objectives. ● Working with teachers/educators. ● Delivering and assessing lessons and learning activities. 	<ul style="list-style-type: none"> ● Educational curricula and requirements for educational programmes and activities. ● Aspects of the protected area relevant to educational curricula. ● A range of techniques for teaching and learning.
AWA 2.7	Manage and maintain internet and social media presence for a protected area.	<ul style="list-style-type: none"> ● Working with specialists to design and develop websites, social media pages, blogs, etc. and to establish an online presence (see also TEC 2). ● Maintaining and updating online presence and interacting effectively with users. 	<ul style="list-style-type: none"> ● The communication strategy of the PA. ● All aspects of establishing online presence. ● Use of required applications for updating online presence.

A	B	C	D
AWA 2.8	Work with the media to communicate information and stories about a protected area.	<ul style="list-style-type: none"> ● Identifying media stories, messages and opportunities. ● Conducting press, radio and TV interviews. ● Organising media events and working with media groups (film crews, media tours, etc.). ● Disseminating information for the media (press releases, online announcements, etc.). ● Maintaining records of media coverage. 	<ul style="list-style-type: none"> ● The PA, its values and the media messages that the PA administration wishes to communicate. ● Principles and practices of media relations and interactions. ● Relevant media outlets and media personnel.

AWA LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
AWA 1	AWARENESS AND EDUCATION. LEVEL 1	Conduct interpersonal awareness activities.	<ul style="list-style-type: none"> ● Basic communication principles and methods.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
AWA 1.1	Provide basic information about a protected area.	<ul style="list-style-type: none"> ● Providing basic verbal explanations to visitors and stakeholders about a protected area (values, functions, regulations, wildlife, culture, features and locations of interest, recreation opportunities). ● Responding appropriately to questions. ● See also CAC. 	<ul style="list-style-type: none"> ● General information about the PA (values, functions, regulations, wildlife, culture, features and locations of interest, recreation opportunities). ● Basic communication techniques (see CAC).
AWA 1.2	Make basic interpretive/educational presentations.	<ul style="list-style-type: none"> ● Preparing and delivering basic interpersonal interpretive/educational presentations to a range of audiences based on a planned schedule or script. ● For example, leading an interpretive trail, making a presentation to a community group, guiding visitors around a visitor centre, conducting an activity with a school group, briefing visitors on regulations of a protected area, etc. 	<ul style="list-style-type: none"> ● The scripts/planned programmes for interpretation and education. ● Basic communication and interpretive techniques (see CAC).

CATEGORY FLD
FIELD/WATERCRAFT AND SITE MAINTENANCE

Conducting field work and practical tasks correctly and safely

FLD LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FLD 2	FIELD/WATER CRAFT AND SITE MAINTENANCE. LEVEL 2	Plan, manage and monitor field-based activities.	<ul style="list-style-type: none"> ● Organisational policies and procedures for field operations. ● Detailed knowledge of the terrain and waters of the protected area. ● Leadership of outdoor activities and practical tasks.
A	B	C	D
Code	Competence Statement. The individual should be able to:	Details, scope and variations. A brief explanation of the competence.	Main knowledge requirements for the competence.
FLD 2.1	Plan, lead and report on field excursions and activities.	<ul style="list-style-type: none"> ● Planning all logistical aspects of field trips, expeditions, patrols, etc. ● Ensuring that transport, food, camping, field equipment and safety arrangements are suitable for the number of participants and the duration and purpose of the field trip. ● Leading field trips and ensuring welfare and safety of participants. ● Monitoring activities and preparing reports. 	<ul style="list-style-type: none"> ● Details of the terrain of the area and associated hazards and equipment needs. ● Emergency and first aid procedures.
FLD 2.2	Maintain stores of field equipment and supplies.	<ul style="list-style-type: none"> ● Ensuring secure storage and maintenance of equipment, materials and supplies for field work. ● Maintaining systems of signing out/signing in for equipment and supplies. ● Maintaining inventory records and requesting replenishment of equipment and supplies (see also FRM 2). 	<ul style="list-style-type: none"> ● The operational needs of the PA for field equipment and supplies. ● Material and equipment requirements for common work tasks. ● Procurement and purchasing procedures.

A	B	C	D
FLD 2.3	Plan, lead and report on small scale construction, landscaping and maintenance works.	<ul style="list-style-type: none"> ● Planning and organising correct installation of non-engineered structures (e.g. boundary markers, paths, trails, rest areas, picnic sites, garbage disposal and associated structures). ● Planning and organising physical and landscaping works as required (e.g. erosion control, drainage works, tree planting). ● Interpreting drawings and specifications. ● Specifying and obtaining required materials and equipment. ● Supervising correct and safe construction and maintenance. ● Maintaining schedules of checks and maintenance of facilities (paths, trails, constructions). ● Specifying maintenance and repair requirements. 	<ul style="list-style-type: none"> ● Interpretation of drawings and plans. ● Construction techniques. ● Hard and soft landscaping techniques. ● Basic site surveying and marking out. ● Calculating required quantities of materials. ● Procurement and purchasing procedures.
FLD 2.4	Plan, lead and report on search and rescue and emergency response.	<ul style="list-style-type: none"> ● Organising search parties, logistics and procedures. ● Organising evacuation of casualties. ● Coordinating with emergency services and other search and rescue teams. ● Using special techniques according to the conditions of a protected area (e.g. mountainous, aquatic). ● Preparing reports and required documentation. 	<ul style="list-style-type: none"> ● Main risks to users of the protected area. ● Good knowledge of the terrain and waters of the PA. ● Search and rescue techniques and procedures. ● First aid and casualty management procedures.
FLD 2.5	Plan, lead and report on waste management and pollution control.	<ul style="list-style-type: none"> ● Organising regular waste collection and management activities. ● Organising special waste collection and site cleaning actions. ● Monitoring potential pollution sources in a protected area (e.g. waste dumps, fuel stores, sewage and waste water, use of chemicals, etc.). ● Responding to pollution incidents. 	<ul style="list-style-type: none"> ● Sources of solid waste and procedures of collection and disposal. ● Other actual and potential sources of pollution. ● Measures for pollution prevention and control. ● Pollution response procedures and equipment.
FLD 2.6	Plan, lead and report on fire prevention and control activities.	<ul style="list-style-type: none"> ● Planning fire prevention and control activities. ● Organising and supervising fire watches. ● Maintaining fire breaks, signage and other preventative measures. ● Maintaining firefighting equipment. ● Leading teams in the field to fight and control wildfires. ● Complying with required operational and safety procedures. ● Coordinating with other firefighting services. ● Preparing reports and required documentation. 	<ul style="list-style-type: none"> ● Fire risks to the PA. ● Fire management/response plans and procedures of the PA. ● Good knowledge of the terrain and waters of the PA. ● Required techniques, equipment and procedures for fire prevention/control.

FLD LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FLD 1	FIELD/WATER CRAFT AND SITE MAINTENANCE. LEVEL 1	Conduct field-based activities safely and securely.	<ul style="list-style-type: none"> ● Good knowledge of the territory of the protected area. ● Relevant policies and operating procedures.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FLD 1.1	Use map and compass/ charts for orientation and navigation.	<ul style="list-style-type: none"> ● Reading a topographic map or sea chart. ● Using a compass and map/chart for orientation and navigation in the field. ● See FLD 1.2 for use of GPS. 	<ul style="list-style-type: none"> ● Topographic maps and principles and practice of land navigation (without GPS). ● Charts and principles and practice of navigation on water (without GPS).
FLD 1.2	Use a Global Positioning System (GPS) for orientation and navigation.	<ul style="list-style-type: none"> ● Care and maintenance of GPS. ● Using GPS in the field for basic functions (orientation, tracking, recording waypoints, location, etc). ● Setting up GPS and downloading/uploading routes and waypoints, etc. 	<ul style="list-style-type: none"> ● Map, compass and navigation skills (FLD 1.1). ● Principles of GPS. ● Care and maintenance of GPS units.
FLD 1.3	Follow good safety and environmental practice in the field and the work place.	<ul style="list-style-type: none"> ● Behaving in an environmentally responsible manner. For example: not smoking, avoiding alcohol, safe management of campfires, quiet behaviour, avoiding environmental damage, not hunting, appropriate disposal of waste and garbage. ● Behaving in a safely conscious manner. For example: correct use of tools and equipment, awareness of risks and hazards, complying with instructions and regulations, avoiding reckless behaviour, use of correct safety equipment, fire awareness. 	<ul style="list-style-type: none"> ● Good environmental and safety practices. ● Impacts of environmental bad practice. ● Impact of unsafe practice. ● Regulations and operating procedures of the PA.

A	B	C	D
FLD 1.4	Safely use and maintain hand tools and equipment.	<ul style="list-style-type: none"> ● Safely and correctly using and caring for non-powered equipment (tools, materials, etc.). ● Correctly using and caring for safety and protective equipment. 	<ul style="list-style-type: none"> ● Range of equipment and materials regularly used. ● Safe use and care of tools and equipment. ● Requirements for use of safety equipment.
FLD 1.5	Safely operate and maintain power tools and machinery with small engines.	<ul style="list-style-type: none"> ● Safely and correctly using machinery with engines or electric motors (e.g. brush cutters, mowers, chainsaws, power tools, etc.). ● Following maintenance procedures. ● Correctly using safety and protective equipment. 	<ul style="list-style-type: none"> ● Basic engine operation. ● Specific operation and maintenance of commonly used machinery. ● Use of safety and protective equipment.
FLD 1.6	Complete basic construction tasks.	<ul style="list-style-type: none"> ● Safe and durable installation and maintenance of trails, boardwalks, bridges, fences, signs, picnic areas, camping grounds, mooring buoys and other basic infrastructure required by a protected area. ● Using wood, basic masonry, local materials, etc. 	<ul style="list-style-type: none"> ● Safe use of required tools and equipment. ● Interpretation of simple construction plans. ● Measuring and counting. ● Uses of construction materials. ● Basic construction techniques.
FLD 1.7	Complete basic landscaping, horticultural and silvicultural tasks.	<ul style="list-style-type: none"> ● Correctly completing practical hard and soft landscaping tasks (e.g. habitat creation, erosion control, drainage, vegetation control, tree planting and aftercare, wetland maintenance, etc.). 	<ul style="list-style-type: none"> ● Safe use of required tools and equipment. ● Interpretation of simple landscaping plans. ● Practical landscaping skills. ● Tree planting and aftercare.
FLD 1.8	Set up and operate field camps.	<ul style="list-style-type: none"> ● Organising overnight accommodation in the field (camps, bivouacs, ranger stations, etc.). ● Deploying required equipment. ● Establishing and maintaining good standards of safety and hygiene. ● Managing preparation of meals. ● Setting up latrines and washing facilities. 	<ul style="list-style-type: none"> ● Basic camp craft and hygiene.
FLD 1.9	Conduct first aid and provide appropriate responses in accidents and emergencies.	<ul style="list-style-type: none"> ● Obtaining Red Cross, Red Crescent or equivalent basic first aid skills (adapted to the specific needs of a protected area). ● Procedures for reporting accidents and dealing with casualties. ● Advanced first aid (where required). 	<ul style="list-style-type: none"> ● Knowledge required for achieving first aid certification. ● Emergency procedures of the PA.
FLD 1.10	Correctly use and care for basic field surveying instruments.	<ul style="list-style-type: none"> ● Correctly using and caring for basic instruments regularly used in the field (binoculars, telescope, camera, measuring equipment, etc.). 	<ul style="list-style-type: none"> ● Operation, maintenance and cleaning requirements of commonly used equipment.

A	B	C	D
FLD 1.11	Drive and conduct basic maintenance for motor vehicles.	<ul style="list-style-type: none"> ● Acquiring a driving permit/licence. ● Driving safely and responsibly. ● Conducting routine required checks and operator maintenance. 	<ul style="list-style-type: none"> ● Requirements of driving test. ● Basic vehicle functions and maintenance. ● Laws and regulations for vehicle use.
FLD 1.12	Operate and conduct basic maintenance for motor powered boats.	<ul style="list-style-type: none"> ● Acquiring a boat use permit/licence. ● Operating boats safely and responsibly. ● Conducting routine required checks and operator maintenance. 	<ul style="list-style-type: none"> ● Requirements of boat use test. ● Basic boat and engine functions and maintenance. ● Laws and regulations for boat use.
FLD 1.13	Detect, prevent, fight and control fires.	<ul style="list-style-type: none"> ● Maintaining fire watches and following procedures for reporting fires. ● Following prescribed procedures (under supervision) for avoiding fire risks, fire prevention (e.g. clearing firebreaks), dealing with wildfires. ● Safe and correct operation of fire-fighting and control equipment. 	<ul style="list-style-type: none"> ● Fire watch system and procedures of the PA. ● Fire hazards, safety procedures and fire management techniques. ● Range of equipment used for fire management.
FLD 1.14	Work safely in aquatic environments.	<ul style="list-style-type: none"> ● Swimming competently. ● Crewing of small craft. ● Using safety equipment. 	<ul style="list-style-type: none"> ● Hazards of working in and on water. ● Safety procedures in and on water.
FLD 1.15	Dive using SCUBA equipment.	<ul style="list-style-type: none"> ● Diving safely using SCUBA equipment. ● Acquiring a recognised SCUBA qualification. 	<ul style="list-style-type: none"> ● Requirements of qualification awarding body.
FLD 1.16	Correctly use and maintain field communication equipment.	<ul style="list-style-type: none"> ● Using radio or other electronic communication equipment (handset, smart phone, base station). ● Maintaining equipment (batteries, chargers, etc.). ● Using required procedures/protocols for communication. 	<ul style="list-style-type: none"> ● Functioning, checking and maintenance of equipment. ● Communication protocols.
FLD 1.17	Care for and work with draft animals and/or livestock.	<ul style="list-style-type: none"> ● Ensuring welfare and safety of animals in the field (feeding, watering, checking, responding to health and welfare issues). ● May apply to any draft animal used to assist PA work (horses, donkeys, mules, camels, buffalo, etc.) or to livestock used in conservation management (e.g. sheep or cattle for sustainable grazing). 	<ul style="list-style-type: none"> ● Practical animal care and husbandry. ● Using and maintaining associated equipment and materials.

CATEGORY TEC TECHNOLOGY

Use of technology to support protected area management

TEC LEVEL 2

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TEC 2	TECHNOLOGY. LEVEL 2	Use and adapt technology to support protected area work.	<ul style="list-style-type: none"> ● Organisational policies and procedures for information technology. ● Range of available technologies and their applicability to protected area work.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
TEC 2.1	Operate and maintain computers for advanced functions.	<ul style="list-style-type: none"> ● Using and managing databases, apps, spread sheets and other commonly used applications and peripherals. ● Using local networks and servers. ● Solving common problems and conducting regular maintenance and updates (hardware and software). ● Ensuring secure use of IT (virus checking, updating software, backing up, etc.). ● Using and maintaining peripherals (printers, scanners, plotters, etc.) ● Using available platforms (PC, Mac, Tablet, Smartphone, etc.). 	<ul style="list-style-type: none"> ● Advanced computing principles and operation. ● Uses of required software, hardware, applications, etc. ● Use of relevant platforms (PC, Mac, Tablet, Smartphone, etc.). ● Good practice for secure use.
TEC 2.2	Use online technology for advanced functions.	<ul style="list-style-type: none"> ● Using online tools and services for data collection, sharing and management, awareness and visibility, communication, collaboration, etc. ● Using social media, web sites, online questionnaires, online databases, etc. ● Using and maintaining online connections and related peripherals. 	<ul style="list-style-type: none"> ● Available online tools and their uses (according to platform/device). ● Good practice for use of internet and connected computers.

A	B	C	D
TEC 2.3	Manage and maintain IT systems and networks.	<ul style="list-style-type: none"> ● Overseeing management and maintenance of IT systems and equipment and providing support to users. ● Ensuring maintenance, upgrading, etc. of computers and peripherals. ● Ensuring availability, registration and updating of software. ● Ensuring correct functioning and operation of computer networks. ● Developing standards and protocols for IT and network use. ● Maintaining central servers. ● Ensuring data security (virus checks, firewalls, back up, updates, etc.). 	<ul style="list-style-type: none"> ● IT system management and maintenance (hardware and software). ● Network creation, management and maintenance. ● Network security, maintenance and back up. ● Availability of hardware and software, including open source products.
TEC 2.4	Manage and maintain digital data and information resources.	<ul style="list-style-type: none"> ● Managing and updating databases (for example of wildlife records, visitor records, law enforcement management information, statistics, etc.) using generic or specialised applications. ● Providing reliable access to data for analysis and use to support planning and management. 	<ul style="list-style-type: none"> ● Principles of database design and use. ● Specific use of applications used by the PA. ● Principles of information management, storage, cataloguing and retrieval.
TEC 2.5	Operate Geographic Information Systems (GIS) and related applications.	<ul style="list-style-type: none"> ● Operating GIS packages for day-to-day use. ● Adding spatial information. ● Analysing information. ● Preparing maps and reports. ● NOTE: this competence relates to operating and updating existing GIS systems, not to establishing, programming and customising GIS systems. 	<ul style="list-style-type: none"> ● Principles of GIS and database use. ● Potential uses of GIS as a tool for PA management.
TEC 2.6	Use advanced technology to support protected area management.	<ul style="list-style-type: none"> ● Operating and maintaining specialist technological aids according to specific needs and available technology. For example: <ul style="list-style-type: none"> – Advanced uses of GIS for modelling, spatial analysis, optimisation, etc; – Remote monitoring and tracking technology for monitoring wildlife, visitors, threats, etc.; – New technologies such as solar installations, UV waste treatment; – Audio visual presentations and interactive installations in visitor centres; and – Devices and applications for data collection in the field. 	<ul style="list-style-type: none"> ● Available technology and its uses and limitations. ● Specifications and operation of specific technological tools.

TEC LEVEL 1

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
TEC 1	TECHNOLOGY. LEVEL 1	Use basic technological aids to support protected area work.	<ul style="list-style-type: none"> ● Basic IT awareness.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
TEC 1.1	Operate and maintain computers for basic functions (word processing, data entry, file management).	<ul style="list-style-type: none"> ● Using basic offline applications for word processing and entering data. ● Storing and retrieving data on computers and networks. ● Uploading, downloading and saving data (e.g. from GPS or other mobile technology). ● Using common peripherals (printer, scanner, projector, etc.). ● Basic maintenance of hardware and software. ● Using available platforms (e.g. Mac, PC, Smartphone, tablet, etc.). 	<ul style="list-style-type: none"> ● Principles of basic computer and software operation. ● Procedures for secure computer use. ● Use of relevant platforms (PC, Mac, Tablet, Smartphone, etc.). ● Networking and filing system used by the PA. ● Basic day-to-day maintenance and problem solving.
TEC 1.2	Use online and other connected communication equipment and media.	<ul style="list-style-type: none"> ● Using online/connected electronic equipment and media for communicating and gathering information (internet, email, SMS, smartphone, etc.). ● Using social media. ● Using digital field recording systems (e.g. SMART). 	<ul style="list-style-type: none"> ● Range of options for online activity. ● Procedures for safe and secure online activity. ● Basic day-to-day maintenance and problem solving.
TEC 1.3	Operate and maintain audio visual equipment.	<ul style="list-style-type: none"> ● Using cameras, recorders, mobile phones, video equipment to record images and sound. ● Processing and storing recorded data and images. 	<ul style="list-style-type: none"> ● Range of available audio visual equipment. ● Data transfer and storage. ● Basic day to day maintenance and problem solving.

GROUP C

GENERAL PERSONAL COMPETENCES

Individual attributes for use in all areas of work

CATEGORY FPC

FOUNDATION PERSONAL COMPETENCES

Demonstrating fundamental personal skills and behaviours required for day-to-day protected area work

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
FPC	FOUNDATION PERSONAL COMPETENCES (Relevant to all Levels)	Demonstrate fundamental personal skills and behaviours required for day-to-day protected area work.	<ul style="list-style-type: none"> ● Basic expectations of society of good conduct and behaviour. ● Expectations of the employer of good conduct at work.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
FPC 01	Demonstrate a positive personal attitude to work.	<ul style="list-style-type: none"> ● Maintaining good time keeping. ● Completing tasks in a timely and competent manner. ● Demonstrating willingness to learn and develop personally. ● Taking the initiative and working constructively. 	<ul style="list-style-type: none"> ● Expectations and standards of the employer. ● Techniques for self-motivation.
FPC 02	Work in compliance with instructions, briefings, laws, regulations and procedures.	<ul style="list-style-type: none"> ● Demonstrating awareness of and compliance with requirements of the employer and the job. ● Paying attention to information, guidance and instructions. ● Demonstrating awareness of regulations governing activities, health, safety, welfare, etc. 	<ul style="list-style-type: none"> ● Requirements of the job and expectations and standards of the employer. ● Skills and techniques for listening and understanding. ● Legal rights and obligations of employees.
FPC 03	Demonstrate a flexible and adaptable approach to work.	<ul style="list-style-type: none"> ● Responding constructively and adapting to changing circumstances, problems and changing priorities and workloads. ● Adopting a positive attitude to new technologies, tools and working practices. 	<ul style="list-style-type: none"> ● Communication techniques. ● Procedures for addressing difficulties in the workplace. ● Techniques for dealing with stress and overwork.
FPC 04	Maintain good relations with others in the workplace.	<ul style="list-style-type: none"> ● Treating stakeholders, co-workers, subordinates and supervisors professionally and respectfully. ● Communicating effectively with others. ● Actively participating in team work and collaborative activities. 	<ul style="list-style-type: none"> ● Techniques for effective and constructive communication, collaboration and teamwork.

A	B	C	D
FPC 05	Communicate effectively verbally.	<ul style="list-style-type: none"> ● Providing clear, correct and appropriate person to person information, explanations, instructions and responses. ● Demonstrating ability to listen and absorb communication from others. ● Demonstrating awareness of non-verbal aspects (body language, modes of expression, etc.). 	<ul style="list-style-type: none"> ● Techniques and approaches for respectful, clear and effective interpersonal communication. ● Awareness of different communication approaches required with different groups and individuals. ● See also CAC.
FPC 06	Demonstrate basic literacy (reading and writing).	<ul style="list-style-type: none"> ● Providing clear simple written accounts of activities. ● Understanding written guidance and instructions. 	<ul style="list-style-type: none"> ● Basic literacy.
FPC 07	Demonstrate basic numeracy.	<ul style="list-style-type: none"> ● Measuring and counting. ● Conducting basic arithmetic calculations. ● Using calculators. 	<ul style="list-style-type: none"> ● Basic numeracy and mathematical knowledge.
FPC 08	Demonstrate awareness of and sensitivity to cultural, ethnic, gender and ability issues.	<ul style="list-style-type: none"> ● Awareness of and respect for diversity issues. ● Appropriate treatment of co-workers, stakeholders, visitors, etc. in all aspects of work. 	<ul style="list-style-type: none"> ● Basic principles for fair and ethical treatment of minority and disadvantaged groups. ● Specific issues and needs with respect to minority and disadvantaged groups.
FPC 09	Maintain good practice for security, safety and environmental protection in the work place and in the field.	<ul style="list-style-type: none"> ● Demonstrating environmental responsibility in the workplace. ● For example: conserving energy, preventing pollution, reducing fire risks, minimising and managing waste, recycling, minimising damage and disturbance to a protected area during work. ● See also FLD. 	<ul style="list-style-type: none"> ● Health and safety requirements and procedures of the PA organisation. ● Main environmental hazards associated with work and means of preventing or reducing them.
FPC 10	Avoid, prevent and report dishonest and/or illegal practices.	<ul style="list-style-type: none"> ● Taking steps to avoid and prevent illegal activity, corruption, collusion, nepotism, breaches of confidentiality. ● Reporting illegal and corrupt practices. ● Maintaining confidentiality of information when required. 	<ul style="list-style-type: none"> ● Laws and regulations and policy of the employer regarding illegal, dishonest and corrupt conduct. ● Techniques for avoiding and preventing illegal behaviours. ● Options for reporting illegal behaviour.

A	B	C	D
FPC 11	Maintain personal health, hygiene and fitness.	<ul style="list-style-type: none"> ● Paying attention to keeping fit and healthy. ● Managing stress. ● Following good practice for health and hygiene in relation to self and others. 	<ul style="list-style-type: none"> ● Basic principles and practices for maintaining personal health and hygiene. ● Stress management and reduction techniques.
FPC 12	Communicate in other languages and/or dialects.	<ul style="list-style-type: none"> ● Communicating (speaking/understanding/reading/writing) in locally used languages and/or international languages (as required). 	<ul style="list-style-type: none"> ● Knowledge of another language.

CATEGORY APC
ADVANCED PERSONAL COMPETENCES

Demonstrating personal skills and behaviours required for effective performance and leadership

LEVEL CODE	LEVEL TITLE	OVERALL COMPETENCE FOR THE LEVEL	GENERAL SUPPORTING KNOWLEDGE AND UNDERSTANDING FOR THE LEVEL
APC	ADVANCED PERSONAL COMPETENCES (Mainly relevant to Levels 2-4)	Demonstrate personal skills and behaviours required for effective performance and leadership.	<ul style="list-style-type: none"> ● Concept, principles and practices of leadership. ● Principles and practices of personal and professional development.
A	B	C	D
<i>Code</i>	<i>Competence Statement. The individual should be able to:</i>	<i>Details, scope and variations. A brief explanation of the competence.</i>	<i>Main knowledge requirements for the competence.</i>
APC 01	Demonstrate analytical skills.	<ul style="list-style-type: none"> ● Processing, summarising and interpreting large amounts of information/ data. ● Breaking down complex information into small parts. ● Identifying patterns, common factors, inconsistencies and gaps. ● Developing rational conclusions, hypotheses, recommendations and supporting arguments. 	<ul style="list-style-type: none"> ● Techniques for information analysis and assessment.
APC 02	Address complex problems.	<ul style="list-style-type: none"> ● Taking a positive approach to dealing with problems. ● Dealing with problems in a rational and systematic way. ● Developing and exploring alternative approaches and strategies for problem solving. ● Exploring creative and innovative solutions to problems. 	<ul style="list-style-type: none"> ● Techniques for problem identification and analysis. ● Techniques for identification and analysis of alternative solutions. ● Negotiation and conflict resolution skills.
APC 03	Make effective decisions.	<ul style="list-style-type: none"> ● Working strategically towards defined goals. ● Identifying best courses of action based on analysis of alternatives, rational assessments and experience. ● Consulting with and listening to others when making decisions. ● Assessing the effectiveness and impact of decisions. ● Taking responsibility for decisions made. ● Learning from successes, mistakes and failures and adapting plans and activities accordingly. 	<ul style="list-style-type: none"> ● Strategic planning. ● Work planning and organisational techniques. ● Planning and decision making techniques. ● Monitoring and evaluation techniques. ● Principles of adaptive management.

A	B	C	D
APC 04	Cope with hazardous working environments.	<ul style="list-style-type: none"> ● Being aware of hazards and risks associated with the working environment. ● Observing strictly risk reduction plans, procedures and measures. ● Avoiding and preventing reckless and impulsive actions. ● Learning and rehearsing emergency responses and procedures. ● Prioritising safety and welfare of people. 	<ul style="list-style-type: none"> ● Hazards and risks affecting the protected area. ● Strategies, plans and procedures for risk reduction and response. ● Sources of advice and help on risk assessment.
APC 05	Work effectively under pressure.	<ul style="list-style-type: none"> ● Demonstrating efficient time management and multi-tasking skills. ● Prioritising and delegating tasks in order to balance workloads. ● Persevering in times of difficulty and adversity and remaining calm and in control. ● Recognising the signs of stress and ‘burnout’ (in oneself and others). ● Adopting measures for dealing with/reducing personal stress. 	<ul style="list-style-type: none"> ● Techniques for analysing and prioritising problems and tasks. ● Sources of personal support and counselling. ● Stress management techniques.
APC 06	Make best use of limited resources.	<ul style="list-style-type: none"> ● Adopting creative approaches to implementing plans with limited resources (human, financial, technical). ● Being economical and avoiding waste and unnecessary use of resources. ● Seeking low cost, sustainable solutions. 	<ul style="list-style-type: none"> ● Sources of low cost/free resources and support. ● Options for waste minimisation.
APC 07	Adopt a positive attitude to learning and personal development.	<ul style="list-style-type: none"> ● Seeking and learning new information and skills and learning from others. ● Pursuing personal and professional development opportunities. ● Being an active participant in training and learning activities. ● Engaging in ‘non-formal’ learning activities such as mentoring and communities of practice. 	<ul style="list-style-type: none"> ● Sources of information and knowledge (including online). ● Opportunities for learning and training.
APC 08	Demonstrate commitment to transparency and participation.	<ul style="list-style-type: none"> ● Adopting an open and inclusive approach to work. ● Sharing information openly wherever possible. ● Being transparent about decisions and decision making. ● Identifying and engaging stakeholders with an interest in resources, plans and decisions. ● Being approachable and accessible to colleagues and stakeholders. 	<ul style="list-style-type: none"> ● Stakeholders with an interest in the protected area and its resources. ● Participatory approaches and techniques.

A	B	C	D
APC 09	Enable and encourage team work.	<ul style="list-style-type: none"> ● Developing and motivating teams and encouraging teamwork. ● Ensuring that team members understand their roles and tasks. ● Creating a 'team spirit' and common purpose. ● Encouraging sharing of ideas, creative and critical thinking. 	<ul style="list-style-type: none"> ● Principles of team work and team leadership.
APC 10	Support and encourage individuals.	<ul style="list-style-type: none"> ● Listening to others and providing constructive advice and criticism. ● Supporting colleagues and staff in times of stress and difficulty. ● Delegating tasks to people with the appropriate skills. ● Providing mentoring and coaching support and encouraging others to learn and develop. 	<ul style="list-style-type: none"> ● Principles and practice of supervisory management. ● Principles and practice of professional and personal counselling.

Useful References

Once the required competences have been identified for a specific protected area, organisation, team or individual, the next step is likely to be to identify and build the specific skills, knowledge and attitude required to achieve those competences. There is an ever-growing body of guidance and support available; the following list provides a few starting points for each main competence category, focusing on downloadable publications and guidance published by IUCN.

IUCN publications included in the list can be searched for and/or downloaded from the IUCN publications catalogue at www.iucn.org/theme/protected-areas/publications

Download links are provided for other publications.

General.

Worboys, G. L., Lockwood, M., Kothari, A., Feary, S. and Pulsford, I. (eds.) (2015). *Protected Area Governance and Management*. Canberra, Australia: ANU Press.

<http://press.anu.edu.au/titles/protected-area-governance-and-management-2/>

[protected-area-governance-and-management/](http://press.anu.edu.au/titles/protected-area-governance-and-management/)
This major volume provides comprehensive and up-to-date coverage of most aspects of protected area management. The lead authors consulted the draft competences when designing the book, which also includes extensive bibliographies for each chapter.

PARKS, the International Journal of Protected Areas and Conservation is published by IUCN World Commission on Protected Areas (WCPA). It is published twice a year as an online, open-access and peer-reviewed journal and includes papers on a wide range of topics relevant to all aspects of protected area management. <http://parksjournal.com/welcome-to-parks/>

Panorama - Inspiring Protected Area Solutions (IPAS) collates and presents case studies from around the world that showcase how protected areas provide solutions to some of the world's challenges. http://www.panorama.solutions/about_us

PPP Protected area policy, planning and projects.

Day J., Dudley N., Hockings M., Holmes G., Laffoley D., Stolton S. and Wells, S. (2012). *Guidelines for applying the IUCN Protected Area Management Categories to Marine Protected Areas*. Gland, Switzerland: IUCN.

Dudley, N. (ed.) (2008). *Guidelines for Applying Protected Area Management Categories*. Gland, Switzerland: IUCN.

IUCN Protected Areas Programme (2008). *Management Planning for Natural World Heritage Properties*. Gland, Switzerland: IUCN.

Phillips, A. (2002). *Management Guidelines for IUCN Category V Protected Areas: Protected Landscapes/Seascapes*. Gland, Switzerland and Cambridge, UK: IUCN.

Thomas, L. and Middleton, J. (2003). *Guidelines for Management Planning of Protected Areas*. Gland, Switzerland and Cambridge, UK: IUCN.

Trzyna, T. (2014). *Urban Protected Areas: Profiles and best practice guidelines*. Best Practice Protected Area Guidelines Series No. 22. Gland, Switzerland: IUCN.

Vasiljević, M., Zunckel, K., McKinney, M., Erg, B., Schoon, M., and Rosen Michel, T. (2015). *Transboundary Conservation: A systematic and integrated approach*. Best Practice Protected Area Guidelines Series No. 23. Gland, Switzerland: IUCN.

ORG Organisational leadership and development.

Borrini-Feyerabend, G., Dudley, N., Jaeger, T., Lassen, B., Pathak Broome, N., Phillips, A., and Sandwith, T. (2013). *Governance of Protected Areas: From understanding to action*. Best Practice Protected Area Guidelines Series No. 20. Gland, Switzerland: IUCN.

HRM Human resource management.

Kopylova, S.L. and Danilina, N.R. (eds.) (2011). *Protected Area Staff Training: Guidelines for Planning and Management*. Gland, Switzerland: IUCN.

FRM Financial and operational resources management.

Emerton, L., Bishop, J. and Thomas, L. (2006). *Sustainable Financing of Protected Areas: A global review of challenges and options*. Gland, Switzerland and Cambridge, UK: IUCN.

Task Force on Economic Benefits of Protected Areas of the World Commission on Protected Areas (WCPA) of IUCN, in collaboration with the Economics Service Unit of IUCN (1998). *Economic Values of Protected Areas: Guidelines for Protected Area Managers*. Gland, Switzerland and Cambridge, UK: IUCN.

ADR Administrative documentation and reporting.

Hockings, M., Stolton, S., Leverington, F., Dudley, N. and Courrau, J. (2006). *Evaluating Effectiveness: A framework for assessing management effectiveness of protected areas*. 2nd edition. Gland, Switzerland and Cambridge, UK: IUCN.

CAC Communication and collaboration.

Rientjes, S. (ed.) (2000). *Using communication in support of nature conservation*. Tilburg, Netherlands: ECNC-European Centre for Nature Conservation.
<http://www.ecnc.org/uploads/2012/11/2000-Communicating-nature-conservation-compressed.pdf>

Bonar, S.A. (2007). *The conservation professional's guide to working with people*. Washington, DC: Island Press.
A practical handbook specifically aimed at the conservation sector. Not downloadable.

BIO Biodiversity conservation.

Keenleyside, K.A., Dudley, N., Cairns, S., Hall, C.M. and Stolton, S. (2012). *Ecological Restoration for Protected Areas: Principles, Guidelines and Best Practices*. Gland, Switzerland: IUCN.

Langhammer, P.F. et al. (2007). *Identification and Gap Analysis of Key Biodiversity Areas: Targets for Comprehensive Protected Area Systems*. Gland, Switzerland: IUCN.

Sutherland, W. J. (2000). *The Conservation Handbook*. Oxford, UK: Blackwell Science.
<http://onlinelibrary.wiley.com/book/10.1002/9780470999356>

Sutherland, W.J., Dicks, L.V., Ockendon, N., and Smith, R.K. (2015). *What Works in Conservation*. Cambridge, UK: Open Book Publishers.
<http://www.conservationevidence.com/pdf/What-Works-in-Conservation.pdf>

A compendium of evidence-based practical solutions to conservation challenges.

The IUCN Species Survival Commission (SSC) publishes an extensive range of guidance and action plans for the conservation of rare and endangered species. <http://www.iucn.org/about/work/programmes/species/publications>

The IUCN The Commission on Ecosystem Management (CEM) publishes guidance on the assessment and management of many of the world's major ecosystems. <https://www.iucn.org/about/union/commissions/cem/>

LAR Upholding laws and regulations.

Lausche, B. (2011). *Guidelines for Protected Areas Legislation*. Gland, Switzerland: IUCN.

COM Local communities and cultures.

Borrini-Feyerabend, G., Kothari, A. and Oviedo, G. (2004). *Indigenous and Local Communities and Protected Areas: Towards Equity and Enhanced Conservation*. Gland, Switzerland and Cambridge, UK: IUCN.

Beltran, J. (Ed.) (2000). *Indigenous and Traditional Peoples and Protected Areas: Principles, Guidelines and Case Studies*. Gland, Switzerland and Cambridge, UK: IUCN and WWF International, Gland, Switzerland.

Wild, R. and McLeod, C. (eds.) (2008). *Sacred Natural Sites: Guidelines for Protected Area Managers*. Gland, Switzerland: IUCN.

TRP Tourism, recreation and public use.

Eagles, P.F.J., McCool, S.F. and Haynes, C.D.A. (2002). *Sustainable Tourism in Protected Areas: Guidelines for Planning and Management*. Gland, Switzerland and Cambridge, UK: IUCN.

AWA Awareness and education.

Hesselink, F., Goldstein, W., van Kempen, P., Garnett, T and Dela, J. (2007). *Communication, Education and Public Awareness (CEPA): A toolkit for National Focal Points and NBSAP coordinators*. Montreal, Canada: Secretariat of the Convention on Biological Diversity and IUCN. <https://www.cbd.int/cepa/toolkit/2008/doc/CBD-Toolkit-Complete.pdf>

FLD Field/water craft and site maintenance.

Rabinowitz, A (1997). *Wildlife field research and conservation training manual*. New York, US: Wildlife Conservation Society.

This is an excellent practical guide to field skills for conservation workers, but is not available online.

TEC Technology.

Wildlabs is an online community that shares information, ideas, tools and resources to discover and implement technology-enabled solutions to major conservation challenges. www.wildlabs.net

The Zero Poaching Toolkit website provides an overview of the latest technologies for supporting biodiversity protection and law enforcement. <http://www.zeropoaching.org/technology.html>

The UNEP World Conservation Monitoring Centre (WCMC) provides up-to-date resources in biodiversity monitoring and data management. www.unep-wcmc.org/

FPC Foundation personal competences.**APC Advanced personal competences.**

Brewer, L. (2013). *Enhancing youth employability: What? Why? and How? Guide to core work skills*. Geneva: International Labour Office, Skills and Employability Department.

http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf

Glossary of Terms

A more comprehensive glossary of terms related to competences, education and training (upon which this glossary is largely based) can be found at <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=109>

Assessment. The sum of methods and processes used to evaluate the attainments (knowledge, know-how, skills and competences) of an individual, and typically leading to certification (UNESCO Centre for Technical and Vocational Education and Training).

Attitude. A stable, long-lasting, learnt predisposition to respond to certain things in a certain way. Attitudes are formed on the basis of beliefs, feelings and intentions (European Adult Learning Glossary).

Capacity Development/Capacity Building. Capacity development commonly refers to the overall process of creating and building capacities and their (subsequent) use, management and retention. Capacity building more commonly refers to the specific processes and activities that create capacities (adapted from United Nations Development Programme).

Certification. The formal assurance that an individual has successfully achieved a defined set of learning outcomes (International Labour Organization).

Competence standard. Statement developed by industry specifying the competences required by workers for each sector of the workforce (UNESCO Centre for Technical and Vocational Education and Training).

Competence/Competency. The ability, encompassing knowledge, skills and attitudes, of an individual to perform adequately in a job (International Labour Organization).

Curriculum. An outline of the skills, performances, attitudes, and values that learners are expected to acquire through education and training. It includes statements of desired learning outcomes, learning approaches and methods, descriptions of materials, and the planned sequence that will be used to help learners attain the outcomes (adapted from Wikipedia).

Knowledge. The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

Learning. The acquisition of knowledge, skills and behaviours through study, experience, or being taught.

Occupation A set of jobs whose main tasks and duties are characterised by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job or a job previously held (International Labour Organization).

Occupational standard. A definition, usually developed and accepted by a sector, of the knowledge and competencies required to successfully perform work-related functions within an occupation (Alliance of Sector Councils).

Pedagogical. Related to the activities of educating, teaching or instructing.

Profession. The body of qualified persons in an occupation or field. A profession identifies itself and is recognised by the public as possessing special knowledge and skills, based on a recognised high level body of learning and set of standards (adapted from the Professional Standards Councils (Australia)).

Sector. A group of organisations that share the same main activity. A category of common professional activities (e.g. marketing) common to a variety of companies (European Centre for the Development of Vocational Training).

Self-directed learning. Learning by oneself without the aid of an instructor (European Adult Learning Glossary).

Skill. The ability to perform tasks and solve problems (European Centre for the Development of Vocational Training).

Soft Skills. Non-job specific skills that are related to individual ability to operate effectively in the workplace (European Centre for the Development of Vocational Training).

Traditional knowledge. The knowledge, innovations and practices of indigenous and local communities around the world. Developed from experience gained over the centuries and adapted to the local culture and environment, traditional knowledge is transmitted orally from generation to generation (Convention on Biological Diversity).

Validation. The process by which the validity of the assessment process is ensured (i.e. the checks and balances in the assessment system to ensure that what should happen when people are assessed does happen) (National Centre for Vocational Education Research, Australia).

Vocational Education. Education that is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market (UNESCO).

Mike Appleton (wcpacapacitygroup@gmail.com) is WCPA Vice Chair for Capacity Development. He works as an independent technical adviser and consultant specialising in biodiversity conservation, protected area and natural resources management, governance and capacity development, particularly in Asia, Europe and the Caribbean.





**INTERNATIONAL UNION
FOR CONSERVATION OF NATURE**

WORLD HEADQUARTERS
Rue Mauverney 28
1196 Gland, Switzerland
Tel: +41 22 999 0000
Fax: +41 22 999 0002
www.iucn.org

