



COMPETENCES FOR PROTECTED AREA PERSONNEL.

A GLOBAL REGISTER

Draft Overview and User Guide Version 2

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SUMMARY

This document is a brief guide to the draft register of competences for protected area personnel that are being developed as part of the IUCN/WCPA initiative of improving protected area management capacity and the Global Partnership for Professionalizing Protected Area Management (GPPAM). It should be used alongside the Excel Workbook containing the full register of competences.

The guide includes a brief guide on the competence approach, a section by section guide to the competence register and

A BRIEF INTRODUCTION TO THE COMPETENCE APPROACH

Competence can be understood as the proven ability to do a job; it is often defined in terms of the required combination of skills, knowledge and attitude (SKA). Skills ensure the ability to perform a task reliably and consistently, knowledge provides an understanding of the technical and theoretical background to the task and an appreciation of its purpose; and having the right attitude helps ensure that an individual works professionally, ethically and conscientiously.

A definition of an adequate level of competence to perform a particular task or job is often termed as a 'competence standard', or 'occupational standard', which is *'...a definition, usually developed and accepted by industry, of the knowledge and competencies required to successfully perform work-related functions within an occupation'*¹.

Competence standards are developed by the relevant sector (rather than by academic and training institutions alone); a full competence standard for a particular job usually comprises a definition of

- What a person should be able to do.
- The range of conditions under which the person should be able to demonstrate their competence (sometimes referred to as the 'scope' of the competence or as a 'range statement').
- The underpinning knowledge required for the person to be competent.
- The ways in which competence can be objectively judged.

The competence-based approach to capacity development addresses the need for developing and measuring capacity by focusing primarily on the actual ability of individuals to perform in their jobs effectively, rather than on delivery of training and acquisition of qualifications. This approach differs in many ways from conventional approaches to training, learning and assessment. These differences 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>

Table 1 Comparison of approaches to training and learning

Element of training, learning and assessment	'Conventional' Approach	Competence approach (additional to the conventional approach)
Development of 'curriculum' and learning targets	<ul style="list-style-type: none"> • Training and educational institutions • Experts in the field 	<ul style="list-style-type: none"> • Practitioners • Representatives of the sector
Learning	<ul style="list-style-type: none"> • Classroom learning • Practical training 	<ul style="list-style-type: none"> • Multiple approaches, with a strong focus on learning in the workplace and self-directed learning
Access to training and learning	<ul style="list-style-type: none"> • Suitably prequalified individuals. • Selected individuals. 	<ul style="list-style-type: none"> • Any motivated individual in the sector
Assessment	<ul style="list-style-type: none"> • Exams, tests and dissertations • Attendance at training courses 	<ul style="list-style-type: none"> • Assessment and verification of work related skills • Demonstration of all aspects of competence in the workplace.
Mode of learning	<ul style="list-style-type: none"> • Full time and part time courses 	<ul style="list-style-type: none"> • Multiple routes to lifelong learning: vocational training, mentoring, learning by doing, self-directed learning
Delivery of training	<ul style="list-style-type: none"> • Training and educational institutions. • Experts and trainers 	<ul style="list-style-type: none"> • Learning organisations. • Colleagues, mentors. • Individual learners

This approach is not new; it has been used in many sectors for a long time; the most familiar competence standard for most people is probably the driving test; we also expect professionals such as doctors to be competent as well as suitably qualified. The International Labour Organization has published guidance on development of competence standards².

In the last 20 years, there has been increasing interest in adopting a competence-based approach for protected area staff as well. This can help address the need for improved capacity in many ways

- **Professionalising protected area management.** Occupational standards can help to establish a professional profile for protected area management, encouraging its formal recognition as an occupation, establishing clear career paths, attracting more new recruits, encouraging development of courses by educational institutions and attracting more funding.
- **Widening access to capacity development and qualifications.** Adoption of competence standards can enable far more protected area staff to improve their skills, to acquire qualifications in service.
- **Improving organisational structures and recruitment.** Competence standards can help protected area authorities to develop detailed job descriptions and organisational structures, judge the suitability of applicants for jobs and assess performance.

² ILO (2006) Guidelines for Development of Regional Model Competency Standards (RMCS). Bangkok, International Labour Office. Downloadable from http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_234_en.pdf

- **Helping to analyse capacity needs.** Competences provide a comprehensive framework for assessing and identifying capacity and capacity development needs, enabling the accurate and efficient targeting of resources for capacity development.
- **Assisting training providers.** Competence standards can provide a basis for designing and delivering education and training programmes, ensuring that providers are working to common standards and helping trainees to assess the scope of courses offered to them.
- **Recognising different modes of learning.** Adoption of competence standards can help people gain recognition of their skills in new and different ways.
- **Enabling transferability of and regional recognition of skills and courses.** Common standards can make qualifications 'portable' and provide a common language of competence across the sector.

In the last decade competence based approaches in biodiversity conservation and protected area management have become more widely used across the world, but until now there has been no initiative to define global standards for the sector. The Capacity Development stream at the Vth World Parks Congress in 2003 recommended that the World Commission on Protected Areas should move towards common standards of competency by:

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

The work of the Global Programme for Professionalising Protected Area Management has been working towards these objectives by developing a global set of competences for protected area staff along with guidelines for certification assessments, and an open source body of knowledge, curricula and courses. The competence register presented here is the result of that work.

WHAT IS THE COMPETENCE REGISTER

In simple terms, the competence register is a list of over 250 skills and associated knowledge requirements (competences) relevant to specific tasks required for protected area work around the world, covering all the main functions of protected areas and all types of people involved, from senior government officials to local field workers. The number of competences is evidence of just how diverse and complex modern protected area management is. The register also includes brief guidance on how competences can be assessed.

The competence register should be seen as a 'tool not a rule'. Nobody could possibly need or be expected to acquire all of the competences in the register, but each competence is relevant to a significant number of people working in protected areas across the world. Neither should the competences be seen as a requirement of IUCN, they are there for users to use, adapt and adopt as they wish. The overall intention in developing the register is to help individuals and organisations adopt the 'competence approach' as a practical way of building capacity effectively, affordable and

equitably. The register may also serve to convince decision makers of the complexity and value of protected area work, promoting its recognition as a distinct profession.

The register has been developed over the past 18 months. The process has been led by a core team, making use of previous work on competences in many countries and regions, and benefitting from support and contributions from many individuals working in the protected areas sector. This version is now being distributed more widely for feedback and testing, and will be presented at the World Parks Congress in Sydney in November 2014.

TARGET USERS OF THE COMPETENCE REGISTER.

The register can potentially be used by anyone involved in protected area planning and management. In particular, it should be useful to those involved in capacity development and human resource management; personnel officers, trainers, staff of training institutions and senior staff and supervisors in protected areas. The register could also be used by any individual to help guide their personal development,

Any user will have to take a little time to get to know and understand the competence register and how it can be useful; this guide is intended to help in that process.

COMPONENTS OF THE COMPETENCE REGISTER

The competence register is presented in full in the attached Excel Work Book (entitled Draft Competence Register 23 August LOCKED). The foundation of the register is the list of over 250 specific competences relevance to protected area work. These are the basic “currency units” of the register; in its simplest form the register is just a detailed list of every possible task protected area workers might be required to do as an indication of how they can be competent in each task.

In order to make the register more usable the competences have been arranged according to personnel levels and grouped into categories. These levels and categories could be arranged in infinite variety of ways, but are presented here to provide a “best fit” to the very wide range of global categorisations of protected area personnel, duties and skills requirements. The following sections describe the categorisations in more detail, but users of the competence register should feel free to adapt to modify this structure to their own needs if required.

At this stage, it is suggested that the reader open the Excel workbook and open the relevant worksheets using the tabs as indicated in the sections below. The Excel workbook is LOCKED so that cells cannot be edited or changed. This is to prevent creation of multiple different versions of the document. Users can however format, sort, hide and unhide cells.

Open workbook Tab: '1. DESCRIPTION OF LEVELS'

WHAT ARE THE LEVELS?

The competences are based on four **LEVELS** of personnel, based on the type of work they do and responsibilities they have. The levels used in the competences are summarised in Table 2 below. A more detailed definition and description of the levels is included in Annexe 1 and on the relevant Excel worksheet.

Table 2 Definition of Levels

Level	Scope of work and responsibility
LEVEL 4	Direction and management of large organisations National and regional policy development, spatial and strategic planning Cross sectoral coordination Direction of complex programmes and plans.
LEVEL 3	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)
LEVEL 2	Management, organisation and leadership of technical sections and teams implementing plans and projects. Completing specific and complex technical assignments (according to technical speciality)
LEVEL 1	Completing mainly practical tasks and assignments requiring some technical ability and responsibility.
(LEVEL 0) Not used	Completing simple practical tasks under continuous supervision

FAQ: Why are there so many levels?

People working in the protected area sector ranged from local volunteers to senior officials working internationally. These standards are intended to 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

The competences are also designed to be used not only for people employed in protected areas, but also by central protected area agencies, senior executives and decision makers and by a range of protected area personnel and management bodies beyond government agencies, such as local communities, NGOs and the private sector.

The levels have been designed to reflect this wide range of personnel; the competences however do not include specific skills for Level 0, as most of the tasks being done by people at this level, while very important, are usually quite generic and not specific to protected areas.

FAQ: Why is it necessary to have numbered levels?

It has been suggested that using numbered levels implies a hierarchy, and that generic job titles should be used instead. There are three main reasons why numbers are used; first, it would be very 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 L4, but might not identify with being a "manager" or "executive"; second, even if such titles were agreed, translating them with the same meaning into different languages would be problematic; third, using numbers helps with coding, sorting and database management.

Users of the competences who feel it more appropriate to substitute job titles for numbers should feel free to do so, but are recommended to retain the numbers 'in the background' in order to enable computer processing and use of the tools developed to support the competences

FAQ: This is fine for personnel of government run services, but what about co managed PAs and Community conserved areas?

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; the levels are defined according to the type of work and responsibility and individual has, not a specific job title or position in a hierarchy.

CATEGORIES

Thirteen **COMPETENCE CATEGORIES** are defined based on typical sets of skills in protected area work. The categories are arranged in THREE GROUPS as shown in Table 3. Each Category has a three letter code, title and a brief description.

Table 3 Summary of Categories

GROUP	ORGANISATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT	Planning, management and administration in the context of protected areas
Category Code	Category Title	Category Description
PPP	Protected Area Policy, Planning and Projects	<i>Providing a strategic and rationally planned framework for PA management and related activities.</i>
ORG	Organisational Leadership and Development	<i>Establishing and sustaining well governed, managed and led institutions for PA management.</i>
HRM	Human Resources	<i>Establishing an adequate, competent, well managed and supported work force for PAs</i>
FPR	Financial and Physical Resources	<i>Ensuring that the PA is adequately financed and resourced and that resources are effectively and efficiently deployed and used.</i>
ARD	Administrative reporting and documentation	<i>Following procedures for management, documentation and reporting</i>
GROUP	APPLIED PA MANAGEMENT	Specialist technical skills applied to protected area management
Category Code	Category Title	Category Description
BIO	Biodiversity Conservation	<i>Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use</i>
LAR	Upholding Laws and Regulations	<i>Ensuring that laws, regulations, and rights affecting the PA are upheld (though enforcement, prevention and encouraging compliance)</i>
COM	Local Communities and Cultures	<i>Establishing a cooperative and wherever possible mutually beneficial relationship between the governance and management of the PA and the people who live in and around it.</i>
TRP	Tourism, Recreation and Public Use	<i>Providing opportunities for visitors to enjoy and learn from PAs in sustainable ways. Managing visitation to the PAs and its impacts</i>
AWA	Awareness and Education	<i>Ensuring that local stakeholders, visitors, decision makers and the wider public are aware according to their needs of the existence of the PA, its functions, its values and the way it is governed and managed</i>
FLD	Field Craft and Site Maintenance	<i>Conducting field work and practical tasks correctly and safely</i>
TEC	Technology and Information	<i>Making use of technology to support protected area activities and initiatives</i>
GROUP	ENABLING COMPETENCES	Practical and personal skills and attributes for use in all areas of work
Category Code	Category Title	Category Description
CAC	Communication and Collaboration	<i>Building and using the skills to communicate, work and collaborate with co-workers and stakeholders</i>
UNI	Universal work competences	<i>Developing and applying universal skills and behaviours required to be an effective individual and worker</i>

FAQ: Why are there so many categories?

- The standards are intended to be useful for PA staff all over the world, and so they have to cover the whole global range of PA functions and jobs. Every category is relevant to significant numbers of protected area staff somewhere around the world (even if it is not relevant in every individual protected area).
- All over the world, protected areas are embracing new and diverse functions, from supporting communities to storing carbon. Working in these multifunctional PAs requires a very wide range of skills.
- The categories not only cover technical aspects of protected area work (protection, monitoring, tourism etc.), they also cover the administration and financing of protected areas and the common skills required for any type of work. These are often neglected in capacity development programmes for protected areas.

FAQ: Why are the categories arranged in this way?

The competences could be rearranged into more, fewer, or different categories. After a lot of consideration and discussion, the categories used here were considered to be a good overall fit for protected area work, taking into account particularly how it is usually organised by protected areas. As previously mentioned the basic and most important ‘currency units’ are the individual competences themselves, not the categories or levels to which they have been assigned.

CATEGORIES AND LEVELS

See Workbook Tab 2 ‘CATEGORIES AND LEVELS’ See Also Annexe 2.

The table in the workbook combines the 13 categories with the 4 levels, and provides a general competence statement for each category-level combination, beginning with ‘Where relevant, the individual at this level should be able to ...’. In some cases, readers will notice that certain levels are not relevant to certain categories; for example, the category PPP is only relevant at L3 and 4, while the category FLD is only relevant at levels 2 and 3.

This table forms a set of general competences that can be used to help define the overall skills and competence requirements required for a protected area management organisation. These statements could be used to help define job and position descriptions and general competence requirements for protected area personnel.

COMPETENCES

Each category at each relevant level is divided in to a set of specific **competences**, based around a particular skill or ability required for that category and that level. Tab 3 on the Excel Worksheet lists

all of the competences in all of the categories. The adjacent tabs (3a – 3n) list the subset of competences for each category code. For most categories there is a set of competences for every level (1-4), but for some units competences are not required at every level.

WHAT IS INCLUDED IN A COMPETENCE?

Each competence comprises the following (see the Excel Workbook Tab 3).

Column A: A unique code and number based on the category and level. E.g. BIO 2.3 means Biodiversity Conservation, Level 2, Competence 3. These codes are essential for sorting and analysing the competences

Column B. Definition. Each competence defines a specific skill or ability required at for the relevant category-level combination and is written so that it could complete the sentence

‘At this level an individual should be able to’

Column C. Details, scope and variations. This is an explanation of the definition in Column B, explaining more precisely what it means, and explaining typical variations, so that that the competence can be clearly understood in the same way by anyone reading it.

Column D. Associated knowledge requirements. This is a brief list of the recommended knowledge requirements associated with the competence. Although competence is mainly measured by an individual demonstrating that s/he can do the job, being competent also requires that the individual should know the specific facts and principles required to complete the task and the context(s) in which is completed. Further, specific requirements may need to be added according to local conditions and in order to allow comprehensive assessment and certification.

For example, if the task is to plant a tree, a competent individual might need to know what species of tree are suitable for planting, the correct time of year for planting, the consequences of not planting a tree correctly, and the importance of looking after the tree once it has been planted. However in a tropical coastal area for example, to may necessary to add more detailed knowledge about, for example, the special techniques associated with mangrove establishment.

Column E. 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 though the levels.

Column F. Other 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.

Columns G to J are explained later.

FAQ: Why are there so many competences?

Overall, there are over 250 competences listed for all the units at all the levels (see Table 4). 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.
- **Competences have to describe specific skills that can be understood in the same way across the world and that can, if necessary be consistently assessed and certified.** If a competence was written more generally, for example '*Work with Local Communities*', this could be interpreted and understood very differently in different places. Therefore the Category 'Local Communities and Cultures' is broken down into a set of more precise competences that describe more specific skills and tasks involved. 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 the competences to local needs.** Having a wide range of specific competences means that they can be used as a sort of 'menu' that can be adapted for local use. Not all the competences in a category may 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).

On average each category contains around six competences at each level (see Table 4), but in some cases many more competences are defined.

It should be stressed here that the register lists all a wide range of possible competences associated with each category and level. In reality, no individual would need all the competences defined at his or her level; the number needed would depend on the requirements of the specific job. This issue is explored in more detail in the section on assessment and certification.

Table 4 Summary of total numbers of competences.

CATEGORY	TOTAL LEVEL 4 COMPETENCES	TOTAL LEVEL 3 COMPETENCES	TOTAL LEVEL 2 COMPETENCES	TOTAL LEVEL 1 COMPETENCES	TOTAL COMPETENCES ALL LEVELS
PPP: Protected Area Policy, Planning and Projects	7	7			14
ORG: Organisational Leadership and Development	8	11			19
HRM Human Resources	3	5	4	2	14
FPR: Financial and Physical Resources	4	6	5	2	17
ARD. Administrative reporting and documentation	2	3	5	1	11
BIO: Biodiversity Conservation	5	9	10	7	31
LAR: Upholding laws and regulations	4	5	10	10	29

COM: Local communities and cultures	4	7	10	2	23
TRP : Tourism, recreation and public use	4	7	9	5	25
AWA: Awareness and Education	5	6	6	2	19
FLD: Field Craft and Site Maintenance			6	16	22
TEC: Technology			5	4	9
CAC: Communication and Collaboration	3	3	2	2	10
UNI: Universal Work Competences (Same for all levels)	10				10
TOTALS	59	79	82	63	253

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

In different countries and PA 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 has very different duties and needs from a ranger in a National Park in the Philippines.
- 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).
- The head of a protected area (Level 3) can variously be titled a Director, Manager, Superintendent, Warden, Chief (and others).
- The ‘Director’ of a large national park in may require different skills from the ‘Director’ of a smaller strict nature reserve.
- The administration of PA systems can be more or less decentralised. Some PAs are financially autonomous and require significant financial planning and management capacity; other PAs have no little or no financial responsibility; all payments, purchasing and procurement are done at the office of the parent authority.
- 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.
- Translating job titles can often change the 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.

FAQ: What are the ‘Universal Work Competences’?

These are a set of universal competences that anybody working in a protected area should possess, whether the director or a local volunteer. They include fundamental abilities such as numeracy and literacy, as well as what are often called ‘soft skills’ connected with personal traits and behaviours, and addressing the ‘Attitude’ component of the Skills-Knowledge-Attitude model.

It is suggested that all PA staff should be able to demonstrate these attributes, whatever their level of job. Assessment and certification of the general personal attributes requires special approaches, as many of them relate to behaviours rather than applied skills.

The competence register does not prescribe a global system of assessment and certification; specific mechanisms for assessment and certification should be developed in the context of countries, regions or organizations using them. The GPPAM is producing separate, much more detailed guidelines on how to do this, based on the experience of a range of competence assessment initiatives around the world.

The information provided in these sections of the competence register is intended as indicative guidance to help the process of assessing and certifying competence, and should be considered alongside the detailed guidelines.

Column G. Example performance criteria for certification

This section suggests what an individual would need to do to prove his or her competence for each particular skills in order to acquire certification or a qualification.

Column H. Suggested means of assessment

This section suggests how a certifying body or examiner might best check that an individual is competent for that particular competence. 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).
- Oral or written test of knowledge.
- 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. For example an MBA might provide a lot of evidence for Categories ORG, HUM, FPR. However the candidate would still need to demonstrate competence in real work situations.
- Examination of a portfolio of evidence
- Undertaking an interview to test knowledge and depth of understanding

Column I. Suggested requirement for certification

As mentioned before, in most cases an individual should not have to ‘pass’ all the competences in a category in order to be competent at his or her job. The section provides an indicative suggestion for how many and which competences an individual should have to ‘pass’ in order to gain certification for the whole category at a particular level. In some cases all the competences could be required, in others some may be considered essential while others are optional.

CATEGORY	TOTAL LEVEL 4 COMPETENCES	SUGGESTED LEVEL 5 COMPETENCES FOR CERTIFICATION	TOTAL LEVEL 3 COMPETENCES	SUGGESTED LEVEL 3 COMPETENCES FOR CERTIFICATION	TOTAL LEVEL 2 COMPETENCES	SUGGESTED LEVEL 2 COMPETENCES FOR CERTIFICATION	TOTAL LEVEL 1 COMPETENCES	SUGGESTED LEVEL 1 COMPETENCES FOR CERTIFICATION
PPP: Protected Area Policy, Planning and Projects	7	4	7	5				
ORG: Organisational Leadership and Development	8	5	11	8				
HRM Human Resources	3	2	5	5	4	4	2	2
FPR: Financial and Physical Resources	4	3	6	5	5	5	2	2
ARD. Administrative reporting and documentation	2	2	3	3	5	5	1	1
BIO: Biodiversity Conservation	5	3	9	4	10	5	7	4
LAR: Upholding laws and regulations	4	3	5	3	10	7	10	8
COM: Local communities and cultures	4	3	7	5	10	5	2	2
TRP : Tourism, recreation and public use	4	3	7	5	9	6	5	3
AWA: Awareness and Education	5	3	6	5	6	5	2	2
FLD: Field Craft and Site Maintenance					6	4	16	10
TEC: Technology					5	4	4	4
CAC: Communication and Collaboration	3	3	3	3	2	2	2	2
UNI: Universal Work Competences(Same for all levels)	10	10	10	10	10	10	10	10
TOTALS	59	44	79	61	82	62	63	50

In reality, most protected area jobs at any level do not require competence in all the categories. Developing a system of assessment and certification would usually involve identifying a set of competences (from various levels if necessary) for particular jobs or roles in an organisation.

RELEVANT LEARNING RESOURCES (COLUMN J)

These are references to sources of information that support the competences. The competences will also be linked to a comprehensive online 'Body of Knowledge' that provides links to relevant knowledge and learning resources relevant to each category, level and competence.

AN EXAMPLE OF A COMPETENCE

The Excel workbook is a large and quite complicated table (see below). The following sections explain how a specific competence looks in the workbook.

A	B	C	D	E	F	G	
HRM 3	HUMAN RESOURCE MANAGEMENT Level 3	Essence that PFA personnel are competent, well organized, managed, led and motivated.		PERFORMANCE CRITERIA	ASSESSMENT		
Code	Competence Element: The individual should be able to:	Details, scope and evaluation: A brief explanation of the element	Main associated knowledge requirements	Suggested performance criteria for verification	Suggested means of assessment		
HRM 3.1	Identify personnel needs and structures for the PFA, assign roles and responsibilities and set performance standards.	<ul style="list-style-type: none">Developing organizational structures and assigning personnel to positions in the structure.Preparing job descriptions and job requirements.	<ul style="list-style-type: none">Expects for organizational structures, job descriptions etc.Options of personnel organization and structural structures (e.g. vertical or horizontal)	<ul style="list-style-type: none">Identify a general staffing structure, plan and position requirements for the PFA.Demonstrate supporting knowledge	<ul style="list-style-type: none">Examine portfolio assessment and interview		
HRM 3.2	Oversee and ensure correct and fair application of personnel procedures within the PFA Administration	<ul style="list-style-type: none">Ensuring staff and employees compliance with procedures for staff recruitment, advancement, evaluation, evaluation, grievance and discipline.Ensuring compliance with labour and employment law, monitor the employment of PFA personnel, standards for equality, opportunity and diversity.Personnel include performance and temporary staff, volunteers, helpers and regular collaborators.	<ul style="list-style-type: none">Expects and standards for personnel procedures	<ul style="list-style-type: none">Identify evidence of existence and fair implementation of full range of personnel procedures for the PFA over a period of at least 3 monthsDemonstrate supporting knowledge	<ul style="list-style-type: none">Examine portfolio assessment and interview		
HRM 3.3	Ensure suitable welfare, health, occupational and safety	<ul style="list-style-type: none">Conducting risk assessmentsEnsuring safe and healthy working conditions for personnel and the public	<ul style="list-style-type: none">Health and Safety LegislationRisk assessment and health and safety audit	<ul style="list-style-type: none">Identify a welfare, health and safety assessment or audit, policy and plan for	<ul style="list-style-type: none">Examine portfolio assessment and interview		
HRM 3.4	Identify develop stakeholders and	HRM 3.4.1	Accurately record and report observations of wildlife and ecosystems	<ul style="list-style-type: none">Making verbal reports, using notebooks, using provided recording formsPreparing diagrams, lists, field conditions, observations and data	<ul style="list-style-type: none">Procedures for collecting and recording information in the field	<ul style="list-style-type: none">Monitor visits conducted using a standard form or checklistDemonstrate supporting knowledge	<ul style="list-style-type: none">Evaluation in field notebookOral test of knowledge
		HRM 3.4.2	Use and care for basic surveying instruments	<ul style="list-style-type: none">Correctly using and taking for distance, compass, barometer, measuring equipment etc.	<ul style="list-style-type: none">Options, importance and bearing instruments	<ul style="list-style-type: none">Identify use and care of at least 2 instruments commonly used in the PFADemonstrate supporting knowledge	<ul style="list-style-type: none">Practical testOral test of knowledge
		HRM 3.4.3	Assess the capture/identification, handling and transportation of animals	<ul style="list-style-type: none">Experienced key to capture to conservation field animal capture for observation, population management or broader species conservation relevant to the PFA	<ul style="list-style-type: none">Legal, safe, humane and relevant techniques	<ul style="list-style-type: none">Identify principles for at least 3 captureDemonstrate supporting knowledge	<ul style="list-style-type: none">Examine portfolioPractical testOral test of knowledge
		HRM 3.4.4	Care for captive animals	<ul style="list-style-type: none">Experienced key to capture to animals in the capture system, correct, in the capture system, also experience in basic programsFeeding, recognition of health and welfare problems, maintain healthy standards and hygiene	<ul style="list-style-type: none">Legal, safe, humane and relevant practices	<ul style="list-style-type: none">Experienced use of one of more species in captivity for 3 monthsDemonstrate supporting knowledge	<ul style="list-style-type: none">Examine portfolioPractical testOral test of knowledge
		HRM 3.4.5	Institute training programmes for PFA stakeholders and	<ul style="list-style-type: none">Experienced key to capture to observations being formal collection of two specimens etc.	<ul style="list-style-type: none">Physical technical techniques	<ul style="list-style-type: none">Experienced use of techniques for 3 monthsDemonstrate supporting knowledge	<ul style="list-style-type: none">Examine portfolioPractical testOral test of knowledge
EXPERIENCE IN DETAIL							
HRM 2	BIODIVERSITY CONSERVATION Level 2	Plan, manage and monitor programme and resources for recording and monitoring biodiversity and achieving conservation targets		PERFORMANCE CRITERIA	ASSESSMENT	ACCOMPLISHED PERFORMANCE	
Code	Competence Element: The individual should be able to:	Details, scope and evaluation: A brief explanation of the element	Main associated knowledge requirements	Suggested performance criteria for verification	Suggested means of assessment		
HRM 2.1	Demonstrate a wide knowledge and understanding of species and ecosystems of the protected area	<ul style="list-style-type: none">Recognizing and describing the main properties of the designated areaIdentifying and describing the main species or conservation importance of the protected area, knowing their status and the conditions they require for survivalUsing field guides, maps or specimens to identify species	<ul style="list-style-type: none">Significant species and ecosystem of the PFA	<ul style="list-style-type: none">Recognize and describe the conservation status and value of 10 species (at least 5 native and 5 exotic)Identify and describe 5 ecosystemsDemonstrate supporting knowledge	<ul style="list-style-type: none">Practical assessment plan visit to the field or visit to the museumOral test of knowledge	Completion of 14 HRM 2.1, HRM 2.2	
	Plan, sequence, lead and report on	<ul style="list-style-type: none">Recognizing and describing the main properties of the designated areaIdentifying and describing the main species or conservation importance of the protected area, knowing their status and the conditions they require for survivalUsing field guides, maps or specimens to identify species	<ul style="list-style-type: none">A wide range of survey techniques and their usesAnalysis of data and statistical analysis	<ul style="list-style-type: none">Identify detailed reports from at least two protected areas, including the following:Threats to biodiversityConservation management plan	<ul style="list-style-type: none">Assess status of previous qualifications and experienceExamine portfolio assessment and interviewOral test of knowledge		
EXPERIENCE IN DETAIL		Recognizing and describing the main properties of the designated area	Significant species and ecosystem of the PFA	Recognize and describe the conservation status and value of 10 species (at least 5 native and 5 exotic)	Practical assessment plan visit to the field or visit to the museum	Completion of 14 HRM 2.1, HRM 2.2	

Starting on Worksheet 3, the three main groups of categories are shown as major headings. In this case we will look at one of those groups (Row 116)

APPLIED MANAGEMENT	<i>Specialist technical skills applied to protected area management</i>
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Within this group there are several competence categories including the following (Row 117)

BIO	BIODIVERSITY CONSERVATION	Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use
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Under biodiversity conservation there are competences at four levels. In this case we will look at Level 2 (Row 127). This includes an overall statement of competence in column C.

BIO 2	BIODIVERSITY CONSERVATION LEVEL 2	Plan, manage and monitor programmes and measures for recording and monitoring biodiversity and achieving conservation targets
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Looking across Row 27 you will see that Column E suggests which competences should be achieved before working on BIO 2. Column F lists competences that are associated with BIO 2 and might be covered in the same programme of learning.

RECOMMENDED PRIOR COMPETENCE REQUIREMENTS	OTHER ASSOCIATED COMPETENCES
UNI; BIO 1	COM 2; FLD 2; CAC 2; TEC 2; ARD 2

Under BIO Level 2, there are ten specific competences. We are going to look at one of them (BIO 2.5) which starts with a basic statement of the competence (Row 133)

BIO 2.5	Propose scientific- and evidence -based management measures for sustainable use of natural resources.
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The next column provides more detail, explaining what the competence involves

<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 . • Recommending regulations for sustainable use, in consultation with user groups. • Recommended uses may vary greatly according to local conditions and need, but must be clearly justified and make use of accepted best practice.

Column D suggests essential background knowledge required for the competence

<ul style="list-style-type: none"> • Scientific principles and practical aspects of sustainable use • Local needs and practices for resource use.

Column G suggests a set of performance criteria by which competence could be assessed. Column H suggests how competence could be assessed. These columns are intended to help designers of training courses and curricula.

<ul style="list-style-type: none"> • Draft relevant sections on biodiversity conservation in PA management plan • Recommend detailed, scientifically justified measures to conserve at least two important natural assets. • Demonstrate supporting knowledge
--

<ul style="list-style-type: none"> • Accreditation of previous qualifications and experience • Evidence portfolio assessment • Oral/written test of knowledge
--

EXAMPLES OF HOW TO USE THE COMPETENCE REGISTER

The overall purpose of the competence register is to help promote and improve the professionalization of protected area management. The framework can be used in many specific ways.

OVERALL TIPS

The register in the Excel workbook can seem quite large and intimidating, as it contains all the information about all the competences. Users who are familiar with using Excel will be able to hide columns and rows that they do not need, and to use the tabbed sets of categories (Tabs 3a - 3n) to focus on particular categories that they wish to use. For most users columns A-D are the most important, and the others can be hidden if desired.

DEFINING JOB AND POSITION DESCRIPTIONS

Users can use the competences to define job or position descriptions for themselves or for personnel in their organisation.

The overall category-level competence statements can be used to develop a general job profile, as shown in Table 5. The most appropriate statements to the job are highlighted in yellow and can then be combined and edited to provide a general position description. The example in Table 5 might be for the position of Head of Conservation

Table 5 Creation of a job profile (highlighted) from the category-level competence statements.

	LEVEL 4 EXECUTIVE	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...
ORGANISATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT				
PPP: Protected Area Policy, Planning and Projects	Promote the integration of the PA system within national and international policies and plans.	Direct development and implementation of strategies, plans and projects for achieving PA goals.		
ORG Organisational Leadership and Development	Strengthen structures and systems for effective and appropriate PA governance and management.	Provide strategic and effective direction, leadership and management of protected areas.		
HRM Human Resources	Enable system-wide availability of a work force for PA management that is sufficient in number, competent, adequately -resourced and supported.	Ensure that PA personnel are competent, well organised, managed, led and motivated.	Lead teams and coordinate with management partners to conduct work programmes and activities.	Supervise and instruct small work teams to complete specific tasks

FPR: Financial and Physical Resources	Enable system-wide availability of adequate physical and financial resources to support effective management of PAs.	Identify and secure adequate financial and physical resources for PA governance and management and ensure their efficient use.	Identify resources required for specific projects and work programmes and monitor and report on their use.	Account for money and resources provided for specific activities
ARD: Administrative reporting and documentation	Enable system-wide availability of adequate physical and financial resources to support effective management of PAs.	Identify and secure adequate financial and physical resources for PA governance and management and ensure their efficient use.	Identify resources required for specific projects and work programmes and monitor and report on their use.	Keep basic records required by the organisation
APPLIED PA MANAGEMENT				
BIO: Biodiversity Conservation	Ensure that the PA system contributes significantly to national and international goals and priorities for biodiversity conservation.	Direct development and implementation of programmes that address conservation targets and priorities.	Plan, manage and monitor programmes and measures for recording and monitoring biodiversity and achieving conservation targets	Conduct basic planned field activities for the implementation of biodiversity recording, monitoring and conservation programmes.
LAR: Upholding laws and regulations	Promote establishment of a sound legal and policy framework for reducing threats to PAs and their values.	Plan, manage and monitor activities for crime prevention, law enforcement and compliance according to legally defined norms and procedures.	Plan, manage and monitor activities for crime prevention, law enforcement and compliance according to legally defined norms and procedures.	Conduct supervised prevention, enforcement and compliance activities according to legally defined norms and procedures.
COM: Local communities and cultures	Enable system wide community participation in PA governance and management. Promote programmes that address the needs of people and the functions of PAs.	Collaborate with local stakeholders to direct development and implementation of programmes that address the needs of people and the functions of the PA.	Collaborate with local stakeholders to plan, manage and monitor programmes that address human needs of people and the functions of the PA.	Collaborate with local stakeholders in implementation of community programmes.
TRP: Tourism, Recreation and Public Use	Promote system-wide provision of environmentally and economically sustainable tourism and recreation opportunities.	Direct development and implementation of strategic programmes for sustainable tourism and recreation appropriate to the functions and attributes of the PA.	Plan manage and monitor programmes, activities and services for visitors to the PA.	Guide and supervise protected area visitors and recreational activities.
AWA: Awareness and Education	Promote national and international awareness of the PA system, its purpose and values.	Direct development and implementation of an awareness strategy for the PA	Plan, manage and monitor delivery of targeted awareness programmes using appropriate communication methods and media.	Conduct face to face awareness activities
FLD: Field Craft and Site Maintenance			Plan, manage and supervise field based activities effectively, safely and securely.	Participate in field-based activities effectively, safely and securely.
TEC: Technology and Information			Adapt and make use of available and appropriate technology to support work programmes.	Operate specific applications , equipment and instruments .
ENABLING PERSONAL COMPETENCES				
CAC: Communication and collaboration	Develop and ensure implementation of a system wide communication and knowledge management strategy.	Direct and evaluate development and implementation of a communication and knowledge management strategy for the PA.	Use formal means for communicating with others using appropriate techniques and media.	Communicate effectively verbally with co-workers, stakeholders and visitors
UNI: Universal Work Competences	UNI 0 (1-5) Demonstrate the required knowledge and the range of personal skills and behaviours required for working in a protected area.			

The specific competences for each category-level combination can then be used to add more details to job and position descriptions and to define the duties of all protected area personnel. Not all the competences listed need to be used, only those relevant to the job; but looking at the full list of competences may help to identify duties and responsibilities not previously considered..

SUPPORTING STAFF RECRUITMENT

The competence register can be used to help prepare job specification and advertisements and to help compare candidates and guide interviews and selection processes.

ASSESSING CURRENT SKILLS AND COMPETENCES AND IDENTIFYING PRIORITY NEEDS FOR CAPACITY DEVELOPMENT

The competence framework may be used by individuals to assess their own current competences or by managers to assess the competences of personnel in the organisation. The first step would be to identify a list of the particular competences that are relevant to the position of individual being assessed. The next step would be to determine the extent to which the individual currently has each required competence. This can be done by using a simple scoring system through self-assessment, assessment by managers, or a negotiated assessment between manager and subordinate.

From this, capacity development needs and priorities can be identified. Competence based needs assessments have the advantage of being consistently structured, objectively assessable and suitable for statistical analysis. This enables the production of quantified results and comparable assessments.

A simple Excel based tool is being developed to enable the competences to be used for needs analysis.

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 designers and managers can select the competences that are most relevant to the learning programme and use them to structure the course and to identify specific curriculum elements and learning outcomes.

A compatible 'Body of Knowledge' is being developed to provide information resources relevant to the competences. Model curricula are also under development.

ASSESSING AND CERTIFYING COMPETENCE

The competences are designed to be used if required as the basis for validated competence based qualifications. The competence register includes suggestions as to how competence can be demonstrated for each skills and how many competences might be required to achieve certification in each category and level.

Separate detailed guidance on assessment and certification compatible with the competence register is being prepared based on existing best practice.

INCREASING LOCAL OWNERSHIP OF CAPACITY DEVELOPMENT PROGRAMMES

Almost all donor assisted projects for protected areas include capacity development elements, but these are often determined by external project designers and may not correspond to the priorities of the beneficiary. The competence register can be used as a common platform for identification of capacity needs and negotiation of project support between donor and beneficiary country or organisation.

WIDENING ACCESS TO CAPACITY DEVELOPMENT AND PROTECTED AREA WORK

The competence approach is based on what you can do, not on who you are, 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.

DEVELOPING NATIONAL OCCUPATIONAL DEFINITIONS AND STANDARDS

A starting point for the professionalization of protected area management in many countries is the establishment of an officially recognised occupation. This can then enable educational institutions to offer state funded training programmes. The competences can be very useful in preparation of the proposal and justification of the occupation of protected area management and in defining professional standards for that occupation.

FAQ: Does this mean that IUCN expects PA staff to pass all the competences?


Not at all! Nobody could be expected to become competent at all the possible skills or attain all the listed knowledge; individuals are only likely to need a small proportion of the competences, and some of the competences may not be perfectly suited to an organisation. Organisations are encouraged to use the competence register as a starting point, but should feel free to adapt it to their specific needs. Development of a competence based system of assessment and certification is a process with several stages, of which defining competences is only one.

IUCN is not planning to introduce central certification of competence, but separate guidance is being prepared on how to design and implement certification linked to specific local needs.

An interactive Excel workbook has been prepared that simplifies use of the competence register to

- Identify the competences needed for protected area work of all types
- Assess the competence of PA personnel
- Assess their own competence
- Identify and rank specific capacity development needs
- Develop occupational standards
- Design staffing plans
- Design job profiles or descriptions
- Develop curricula, learning plans and manuals

A video user guide is being prepared for user of this tool, and an online version is in development. Included below are some screenshots of some of its elements.



Global Protected Areas Competence assessment A3 - Job Profile Results

This sheet shows the results from the Job Profile questionnaire in sheets A1 and A2. These results can be used to generate a basic position description. These results are also used to determine which detailed competence assessments you should complete in the following sheets. Check the profile and then move to Sheet B0. If you wish to correct the profile DO NOT MAKE ANY CHANGES ON THIS PAGE. Go back to sheets A1 and A2 and modify your selections

Personal and employment information			
First Name Simone	Gender Female		
Family Name Lim	Age 31-45		
Job Title Deputy Director (Science)	Place of work Gondwana National Park		
Employer Gondwana Park Authority	Job description? No		
Highest Qualification Postgraduate / Masters degree	Duties Responsible for 5 staff conducting monitoring, research, data manager		

Overall Job Level		My work/the position mainly concerns direction and leadership of a single protected area/cluster of protected areas.	
3			

Detailed Job/Position Profile			
Category	Level for category	Main competence requirements for selected level and categories	Associated competence requirements for level below
ORGANISATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT		My job is to.....	My job is to.....
		The position holder should be able to.	The position holder should be able to
PPP: Protected Area Policy, Planning and Projects <i>Medium and long term</i>	3	Direct development and implementation of strategies, plans and projects for achieving PA goals.	N/A
ORG: Organisational Leadership and Development	3	Provide strategic and effective direction, leadership and management of protected areas.	N/A
HRM Human Resources <i>Organising and working with people</i>	3	Ensure that PA personnel are competent, well organised, managed, led and motivated.	Lead teams and coordinate with management partners to conduct work programmes and activities.
FPR: Financial and Physical Resources	2	Provide and document accurate oral and written information according to required procedures	Keep basic records required by the organisation
Reporting and Documentation <i>Completing required</i>	3	Ensure that comprehensive system of reporting and documentation is in place for a protected	Provide and document accurate oral and written information according to
APPLIED PA COMPETENCES			
BIO: Biodiversity Conservation	4	Ensure that the PA system contributes significantly to national and international goals	0
LAR: Upholding laws and regulations	N/A	The job does not significantly or regularly involve planning, organising, managing or	N/A

Biodiversity conservation				
BIO Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and				
For this category you chose Level 3		> Read each highlighted row (with black text) and select one answer by clicking on the Assessment column		
Competences highlighted for that level and the level below		> If desired, check the other rows (with grey text) and assess any that are directly relevant		
Competences on this sheet are relevant to your job profile		0 - I do not need this skill in my work		
Competences highlighted for your level and the level below		1 - I need this skill in my work, but I have little or no competence in it. I require extensive training and development.		
		2 - I need this skill in my work, and I have some competence in it. I require advanced training and development.		
		3 - I need this skill in my work, and I have good competence in it. I only require periodic updating.		
You still have competences to assess on this sheet		4 - I have high competence in this skill and could train others to do it.		
BIO	Competence Element: The individual should be able to:	Details, scope and variations A brief explanation of the element	Assessment 0, 1, 2, 3, or 4	Select 0, 1, 2, 3, 4, 0 from drop down list
BIO 3	BIODIVERSITY CONSERVATION LEVEL 3	Direct development and implementation of programmes that address conservation targets and priorities.	BIO 3	
BIO 3.1	Direct and evaluate biodiversity survey, research and monitoring.	<ul style="list-style-type: none"> Leading the development and implementation of a comprehensive and appropriate programme of scientifically based survey, research and monitoring for the PA. The programme should Focus on prioritised biodiversity assets Be management oriented (linked to the management of the site) rather than academic in approach. Make use of accepted best practice and appropriate techniques. Involve a range of personnel in implementation 	3	
BIO 3.2	Direct and evaluate measures for protection, survival or recovery of key species of flora and fauna, habitats and ecosystems	<ul style="list-style-type: none"> Leading the development and implementation of programmes and prescriptions for in situ recovery or conservation of rare and endangered species, their habitats and ecosystems according to local needs and assessments. Programmes should: Focus on prioritised biodiversity assets Be based on rational assessments of priorities, needs, threats. Take into account not only expert opinion but the interests of stakeholders. Be based on a defined strategy and objectives Programmes and objectives may vary greatly according to local conditions and need, but must be clearly justified and make use of accepted best practice 	3	
BIO 3.3	Direct and evaluate sustainable harvesting of natural resources (in collaboration with user groups)	<ul style="list-style-type: none"> Leading the development and implementation of programmes for sustainable use making use of recognised best practice. Resources may include timber, fuel wood, non-timber products, fish, game etc. Programmes to be developed in collaboration with harvesters and should include Identifying suitable resources Identifying and involving users in the planning process. Specifying parameters for use and developing regulations (e.g. harvesting techniques and periods, quotas, means of monitoring and assessing impact) 	2	
BIO 3.4	Plan, manage and evaluate programme for resolving human-wildlife conflict in and around the protected area	<ul style="list-style-type: none"> Working with local communities to develop practical and sustainable solutions to problems such as crop raiding, livestock predation, animal pests, dangerous animals. Methods may include combinations of culling, trapping, physical barriers, deterrence measures (sound and smell), changes in land use practice and human behaviour etc. 	1	
BIO 3.5	Contribute to national evaluations of the conservation status of species	Taking a significant and active role in the development and updating of national, regional or global red lists, species status assessments (or equivalent).	4	
BIO 3.6	Develop and Implement procedures for collection, storage, movement and access to specimens	Developing and applying (or adapting existing) procedures and protocols to ensure that all collection of biological material is conducted legally and ethically and respects the rights of legal and traditional custodians.	0	

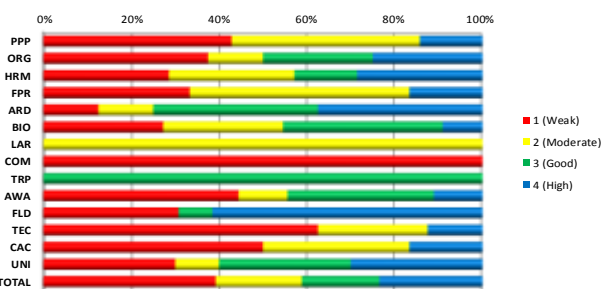


Global Protected Areas Competence assesment

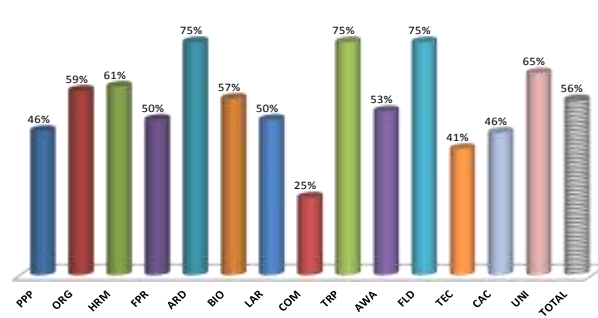
C1 - Results overview

Name **Simone Lim**

Overall competence profile by category
(Aggregated assessments for each category)



Competence scores by category (%)





Global Protected Areas Competence assesment

C1 - Full results

Name **Simone Lim**

CA	#	LEVEL	Code	Competence element	Result
AWA	189	AWA 2	AWA 2.4	Research, plan and design and deliver formal education activities	4
BIO	97	BIO 3	BIO 3.5	Contribute to national evaluations of the conservation status of species	4
FLD	203	FLD 1	FLD 1.1	Care for, check and maintain field equipment	4
FLD	204	FLD 1	FLD 1.2	Navigate around the protected area using map, charts, compass and local knowledge (see FLD 1.7 for use of GPS)	4
FLD	209	FLD 1	FLD 1.7	Use GPS for orientation and navigation in the field/on water	4
FLD	210	FLD 1	FLD 1.8	Drive and Submit basic maintenance for motor vehicles	4
FLD	215	FLD 1	FLD 1.13	Correctly use and maintain field communication equipment	4
FLD	217	FLD 1	FLD 1.15	Set up and operate field camps	4
FLD	219	FLD 2	FLD 2.1	Plan and organise and lead field trips	4
FLD	220	FLD 2	FLD 2.2	Ensure provision and maintenance of equipment, stores and supplies	4
AWA	186	AWA 2	AWA 2.1	Design, organise, lead and assess interpretive/awareness/educational programmes for visitors, local people and education	3
AWA	187	AWA 2	AWA 2.2	Plan and design interpersonal interpretive activities and events for visitors, educational groups and local people	3
AWA	192	AWA 3	AWA 3.1	Lead the development of strategies and plans for interpretation, awareness and education	3
BIO	99	BIO 3	BIO 3.7	Plan, manage and evaluate ex-situ animal conservation projects and reintroductions	3
BIO	93	BIO 3	BIO 3.1	Direct and evaluate biodiversity survey, research and monitoring.	3
BIO	94	BIO 3	BIO 3.2	Direct and evaluate measures for protection, survival or recovery of key species of flora and fauna, habitats and ecosystems	3
BIO	106	BIO 4	BIO 4.5	Contribute to International initiatives for conservation of species, habitats and ecosystems	3
FLD	205	FLD 1	FLD 1.3	Follow good safety and environmental practice in the field and the work place	3
AWA	193	AWA 3	AWA 3.2	Ensure the implementation and evaluation of strategies and plans for interpretation, awareness and education	2
BIO	95	BIO 3	BIO 3.3	Direct and evaluate sustainable harvesting of natural resources (in collaboration with user groups)	2
BIO	102	BIO 4	BIO 4.1	Plan and evaluate national programmes for research, survey and monitoring of important species, habitats and ecosystems	2
BIO	103	BIO 4	BIO 4.2	Contribute to conservation and species recovery plans and determine the role of protected areas in their implementation	2
AWA	188	AWA 2	AWA 2.3	Plan and draft written awareness and educational publications, exhibits and signs	1
AWA	190	AWA 2	AWA 2.5	Maintain and manage educational and awareness based internet and social media presence for the PA.	1
AWA	191	AWA 2	AWA 2.6	Work with the media to communicate information and stories about the PA	1
AWA	194	AWA 3	AWA 3.3	Ensure the design, production and deployment of infrastructure installations and materials for interpretation, awareness and education	1
BIO	96	BIO 3	BIO 3.4	Plan, manage and evaluate programme for resolving human-wildlife conflict in and around the protected area	1
BIO	100	BIO 3	BIO 3.8	Plan, manage and evaluate ex-situ plant conservation projects and reintroductions	1
BIO	101	BIO 3	BIO 3.9	Determine the value of the services provided by the ecosystems of the protected area	1
FLD	206	FLD 1	FLD 1.4	Submit first aid and appropriate response in accidents and emergencies.	1
FLD	211	FLD 1	FLD 1.9	Drive and Submit basic maintenance for small motor powered boats	1
FLD	213	FLD 1	FLD 1.11	Work safely in the water and aquatic environments	1
FLD	218	FLD 1	FLD 1.16	Dive using SCUBA equipment	1
AWA	195	AWA 3	AWA 3.4	Direct the design and implementation of major issue-based/advocacy campaigns	0
AWA	196	AWA 3	AWA 3.5	Coordinate development of an image and brand for the protected area	0
AWA	197	AWA 3	AWA 3.6	Develop and implement a media strategy for the PA	0
BIO	98	BIO 3	BIO 3.6	Develop and Implement procedures for collection, storage, movement and access to specimens	0
BIO	104	BIO 4	BIO 4.3	Ensure that the PA system is represented in development and implementation of national-level biodiversity policies and plans	0
BIO	105	BIO 4	BIO 4.4	Contribute to the development of national legislation for conservation of species, habitats and ecosystems	0
FLD	207	FLD 1	FLD 1.5	Construct, install and maintain outdoor structures paths and trails (using hand tools)	0
FLD	208	FLD 1	FLD 1.6	Conduct practical landscaping tasks	0
FLD	212	FLD 1	FLD 1.10	Safely operate and maintain machinery with small engines	0
FLD	214	FLD 1	FLD 1.12	Care for and work with draft animals and/or livestock	0
FLD	216	FLD 1	FLD 1.14	Prevent, fight and control fires.	0
FLD	221	FLD 2	FLD 2.3	Plan, organise and supervise small scale construction and landscaping work in the PA	0
FLD	222	FLD 2	FLD 2.4	Ensure maintenance of facilities in the field	0
FLD	223	FLD 2	FLD 2.5	Organise and lead search and rescue emergency response	0
FLD	224	FLD 2	FLD 2.6	Organise and lead fire prevention and control activities in the field	0

CONCLUSIONS AND NEXT STEPS

The global competence register is a framework for establishing a competence-based approach to protected area work with the ultimate aim of improving global standards, professionalising protected area management and widening access to training and professional development. This approach has already been done in some countries, but could be adopted much more widely. The global register is designed to be generically applicable to almost anywhere, but is not being promoted as the best or only way to develop a competence based approach. It is not possible or desirable to specify a single global standard for protected area work; it is hoped that that users will be inspired to adopt the register and adapt it as much or as little as required to meet their needs and priorities.

This is not the final version of the competences, but it is the working draft to be used for the next few months until after the World Parks Congress. We are happy to receive feedback on any aspect of the competences, we will be testing them in the field through the BIOPAMA project and through other partnerships and we will solicit feedback during a presentation at the Congress. We then hope to have a finalised version ready next year, although competences are designed to be continually updated. The supporting Excel and online tools will also be prepared and finalised.

FAQ: this looks very useful, but is too complicated

Yes, it is quite complicated, but reflects the fact the protected area work is very complicated! Also, the register has to include all the types of work all types of protected area personnel do all over the world, so no one would be expected to use it all.

In fact is not as complicated as it looks. At the heart of the register is a long list of skills, explanations and knowledge requirements (Tab 2), which are sorted into categories and levels. At this stage with a little exploration and experimentation using this guide, users will soon be able to find the elements that they need. Other elements that are not needed can be hidden on the Excel worksheet or users can copy the elements they need into their own files. We are working on some tools that will make use and navigation of the competences more easy; these will be finalised once the register has been further tested and updated.

CONTACT AND GETTING INVOLVED

If you have any questions, observations and suggestions about the competences, or if you would like to be added to the mailing list for competence updates please send an email, including the word 'Competences' in the title to Mike Appleton mrappleton@gmail.com

ABOUT MIKE APPLETON

I am a WCPA member and Independent technical adviser and consultant with more than 25 years' experience in Europe, the Middle East, Asia, Africa and the Caribbean. I specialise in biodiversity conservation, protected area and natural resources planning and management, with a special interest in governance and capacity development.

ANNEXE 1. DEFINITIONS OF LEVELS

ANNEXE 1. DEFINITIONS OF LEVELS							
			Examples of positions at the level in the Protected Area Sector				
Level	Typical Title	Scope of work and responsibility	National and Sub National PA Agencies	Other state agencies, local and regional government	Civil Society	Private Sector/Consulting	Indicative Educational Level
5	EXECUTIVE	<ul style="list-style-type: none"> 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"> National and Senior Regional Planner Senior Executive of natural resource managing agencies with responsibility for PAs (e.g. Forestry Agencies) 	<ul style="list-style-type: none"> Senior Executive of major national /international NGOs with special interest in PAs 	<ul style="list-style-type: none"> Senior executive of resource and land 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 in Business or Public Administration.
4	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 Natural resource managing agency with responsibility for PAs (e.g. Forestry Agencies) 	<ul style="list-style-type: none"> PA Project Manager/Leader from NGO or other civil society organisation. Head of Local NGO Community leader from a PA. 	<ul style="list-style-type: none"> Manager of private protected area Site manager of land of resource management company Manager of PA tourism visitor services company Senior consultant /technical adviser 	<ul style="list-style-type: none"> MSc, BSc, College Diploma

3	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"> • Section leader/head • Senior ranger • Scientific Officer • Tourism officer/technician • Community Outreach Officer/technician • Educational officer/technician • Administrative Officer/technician 	<ul style="list-style-type: none"> • Local government field officer • Local environmental inspector • State agency local officer (e.g. forestry) 	<ul style="list-style-type: none"> • PA Community Resource Owner/Custodian or Service Provider • PA Project Field Worker from NGO 	<ul style="list-style-type: none"> • Consultant • Technical adviser • Local small business owner providing PA related services 	<ul style="list-style-type: none"> • College Diploma/ High School
2	SKILLED WORKER	Completing specific and sometimes complex tasks and assignments under regular supervision	<ul style="list-style-type: none"> • Patrol Ranger • Field worker • Site guardian 	<ul style="list-style-type: none"> • Resource guard or warden (forestry , fisheries) 	<ul style="list-style-type: none"> • Site guardian • Local guide • Community custodian • Community resource user (fisher, farmer, hunter, gatherer) • Skilled volunteer 	<ul style="list-style-type: none"> • Site guardian for private company • Private guide 	<ul style="list-style-type: none"> • High School • Inter-mediate school • Elementary school
1	Unskilled Labourer	• Completing practical tasks under continuous supervision	<ul style="list-style-type: none"> • Labourer • Casual worker 	<ul style="list-style-type: none"> • Labourer • Casual worker 	<ul style="list-style-type: none"> • Unskilled volunteer • Labourer • Casual worker 	<ul style="list-style-type: none"> • Labourer • Casual worker 	<ul style="list-style-type: none"> • Inter-mediate school • Elementary School

ANNEXE 2 LEVELS AND CATEGORIES

		LEVEL 4 EXECUTIVE)	LEVEL 3 SENIOR MANAGER	LEVEL 2 MIDDLE MANAGER, TECHNICAL SPECIALIST	LEVEL 1 SKILLED WORKER
ORGANISATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT	Planning, management and administration in the context of protected area management				
CATEGORY	GENERAL CATEGORY DESCRIPTION	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...
PPP: Protected Area Policy, Planning and Projects	Providing a strategic and rationally planned framework for PA management and related activities.	Promote the integration of the PA system within national and international policies and plans.	Direct development and implementation of strategies, plans and projects for achieving PA goals.		
ORG Organisational Leadership and Development	Establishing and sustaining well governed, managed and led institutions for PA management.	Strengthen structures and systems for effective and appropriate PA governance and management.	Provide strategic and effective direction, leadership and management of protected areas.		
HRM Human Resources	Establishing an adequate, competent, well managed and supported work force for PAs	Enable system-wide availability of a work force for PA management that is sufficient in number, competent, adequately -resourced and supported.	Ensure that PA personnel are competent, well organised, managed, led and motivated.	Lead teams and coordinate with management partners to conduct work programmes and activities.	Supervise and instruct small work teams to complete specific tasks
FPR: Financial and Physical Resources	Ensuring that the PA is adequately financed and resourced and that resources are effectively and efficiently deployed and used.	Enable system-wide availability of adequate physical and financial resources to support effective management of PAs.	Identify and secure adequate financial and physical resources for PA governance and management and ensure their efficient use.	Identify resources required for specific projects and work programmes and monitor and report on their use.	Account for money and resources provided for specific activities
ARD. Administrative reporting and documentation	Following procedures for management, documentation and reporting	Ensure that comprehensive systems of monitoring, reporting and documentation are in place across the PA system	Ensure that comprehensive system of reporting and documentation is in place for a protected area	Provide and document accurate oral and written information according to required procedures	Keep basic records required by the organisation

APPLIED PA MANAGEMENT		Specialist technical skills applied to protected area management			
CATEGORY	GENERAL CATEGORY DESCRIPTION	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...
BIO: Biodiversity Conservation	Ensuring the maintenance of the ecological values of the PA through management and monitoring of species, their habitats, ecosystems and natural resource use	Ensure that the PA system contributes significantly to national and international goals and priorities for biodiversity conservation.	Direct development and implementation of programmes that address conservation targets and priorities.	Plan, manage and monitor programmes and measures for recording and monitoring biodiversity and achieving conservation targets	Conduct basic planned field activities for the implementation of biodiversity recording, monitoring and conservation programmes.
LAR: Upholding laws and regulations	Ensuring that laws, regulations, and rights affecting the PA are upheld (though enforcement, prevention and encouraging compliance)	Promote establishment of a sound legal and policy framework for reducing threats to PAs and their values.	Plan, manage and monitor activities for crime prevention, law enforcement and compliance according to legally defined norms and procedures.	Plan, manage and monitor activities for crime prevention, law enforcement and compliance according to legally defined norms and procedures.	Conduct supervised prevention, enforcement and compliance activities according to legally defined norms and procedures.
COM: Local communities and cultures	Establishing a cooperative and wherever possible mutually beneficial relationship between the governance and management of the PA and the people who live in and around it.	Enable system wide community participation in PA governance and management. Promote programmes that address the needs of people and the functions of PAs.	Collaborate with local stakeholders to direct development and implementation of programmes that address the needs of people and the functions of the PA.	Collaborate with local stakeholders to plan, manage and monitor programmes that address human needs of people and the functions of the PA.	Collaborate with local stakeholders in implementation of community programmes.
TRP: Tourism, Recreation and Public Use	Providing opportunities for visitors to enjoy and learn from PAs in sustainable ways. Managing visitation to the PAs and its impacts	Promote system-wide provision of environmentally and economically sustainable tourism and recreation opportunities.	Direct development and implementation of strategic programmes for sustainable tourism and recreation appropriate to the functions and attributes of the PA.	Plan manage and monitor programmes, activities and services for visitors to the PA.	Guide and supervise protected area visitors and recreational activities.
AWA: Awareness and Education	Ensuring that local stakeholders, visitors, decision makers and the wider public are aware according to their needs of the existence of the PA, its functions, its values and the way it is governed and managed	Promote national and international awareness of the PA system, its purpose and values.	Direct development and implementation of an awareness strategy for the PA	Plan, manage and monitor delivery of targeted awareness programmes using appropriate communication methods and media.	Conduct face to face awareness activities

FLD: Field Craft and Site Maintenance	Conducting field work and practical tasks correctly and safely			Plan, manage and supervise field based activities effectively, safely and securely.	Participate in field-based activities effectively, safely and securely.
TEC: Technology and Information	Making use of technology to support protected area activities and initiatives			Adapt and make use of available and appropriate technology to support work programmes.	Operate specific applications , equipment and instruments .
ENABLING PERSONAL COMPETENCES	Individual attributes for use in all areas of work				
CATEGORY	GENERAL CATEGORY DESCRIPTION	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...	Where relevant, the individual should be able to ...
CAC: Communication and collaboration	Building and using the skills to communicate, work and collaborate with co-workers and stakeholders	Develop and ensure implementation of a system wide communication and knowledge management strategy.	Direct and evaluate development and implementation of a communication and knowledge management strategy for the PA.	Use formal means for communicating with others using appropriate techniques and media.	Communicate effectively verbally with co-workers, stakeholders and visitors
UNI: Universal Work Competences	Developing and applying universal skills and behaviours required to be an effective individual and worker	UNI 0 (1-5) Demonstrate the required knowledge and the range of personal skills and behaviours required for working in a protected area.			