Minutes of the workshop

Professionalizing protected areas management: European input for the 6th World Parks Congress

3 to 6 June 2013, Island of Vilm, Germany

Taken by Sigrun Lange, and verified by Gisela Stolpe and other workshop participants

9 September 2013 (final version)
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PARTICIPANTS

1.1 Representatives from IUCN
Eduard Müller, WCPA Vice-Chair, Education and Learning, Costa Rica;  
David Reynolds, IUCN Global Protected Areas Programme, USA;

1.2 Representatives from training initiatives in Europe
Erika Stanciu, ProPark, Romania;
Alina Ionita, ProPark, Romania;
Naik Faucon, ATEN, France;
Marta Mugica; EUROPARC Spain, Spain;
Arturo Lopez, Consultant, Spain;
Michael Mühlenberg, University of Göttingen, Germany;
Jens Wunderlich, Michael Succow Foundation, Germany;
Sigrun Lange, E.C.O., Germany;
Michael Jungmeier, E.C.O. and University of Klagenfurt, Austria
Ralf Grunewald, Federal Nature Conservation Agency, Germany;
2 TRAINING NEEDS ASSESSMENTS (TNA)

2.1 TNA on European level

- Carried out between 2003 and 2004 in the framework of the Interreg-project “IPAM-Integrated Protected Area Management” (www.ipam.info);
- Method: 170 returned questionnaires from 14 countries in Middle and Eastern Europe; in addition: 14 qualitative interviews with park staff, researchers and trainers;
- Training needs: Comprehensive overview, technical skills, and personal competencies;
- Contact: Michael Jungmeier, E.C.O.

2.2 TNA in Eastern Europe

- Carried out in 2012/2013 in the framework of the project “Capacity Building Plans for Efficient Protected Area Management in Eastern Europe” (commissioned by BfN and conducted by ProPark Romania)
- Method (developed by Michael R. Appleton: adviser, consultant, trainer on conservation, protected areas and sustainable management):
  - # One general questionnaire per PA: interview with Director and/or Deputy Directors, Human Resource Manager;
  - # Skills Assessment: supported self-assessment by PA staff on their competence; 129 skills in 10 categories had to be assessed (grades 0 to 4);
  - # Questionnaires distinguished according to the competence level: Level 1 – administrative staff, Level 2 - field workers (rangers), Level 3 - technical, supervisory and middle management staff, Level 4/5 - directorial staff (section heads and directors);
  - Objective: A minimum of 20% of the staff working in the PA in the respective target countries shall be addressed;
- Some preliminary results:
  - # Strong preference of study visits, exchanges, and short courses; little interest in distance learning, self-directed and long term study;
  - # Topic of sustainable development and communities considered important (event at ranger level);
- Contact: Erika Stanciu, ProPark

2.3 TNA in IUCN publication

- In the publication “IUCN (Ed.) (2011): Protected Area Staff Training” there is small chapter on TNA.
- A survey was carried out amongst the participants of the 2003 IUCN World Park Congress in Durban; 564 international experts responded (categories: elected officials; executive management; middle management; field staff; scientists)
Desired training topics: Leadership & decision-making; sustainable development issues; outreach & partnerships; fundraising

Least interest: Facility and visitor management; traditional knowledge and cultural management;

Most effective methods: on the job training; least effective: web-based trainings;

2.4 TNA on site level (Prespa Lake)

Carried out in 2011 in the frame of the KfW-project for Lake Prespa (Al, Gr, Mz);

“Screening” workshop with 12 staff members and 3 consultants;

Self-assessment of staff members, resulting in a comparison between present competencies and required competences (see Fig. 1);

Development of “tailored to needs” training plan

Contact: Michael Jungmeier, E.C.O.

Self-assessment of competencies for all staff

Required competencies for implementing Prespa project

Fig. 1: Comparison between existing and required competences for the development of Lake Prespa in Albania.

2.5 Challenges of TNA: How to know what you don´t know?

TNA stimulates thinking on needs; self-assessments are important, but have to be combined with practical experience from outsiders / experts having a good overview; the view of staff members is sometimes too narrow, so they sometimes do not identify relevant topics.
3 PRESENT GAPS AND POTENTIAL FUTURE NEEDS

3.1 Weakness of the existing training offers (results from group 1)

Topics which are not sufficiently addressed

- Marine protected areas;
- Topic of global change in general;
- Social dimension of PA;
- Use of modern IT tools and methods;
- European experience often not sufficiently represented in international material;
- No systematic training approach within Europe;
- Almost no focus on target groups outside PA.

Remaining challenges

- Language problem! Lots of material only available in English;
- Keep materials updated;
- Defining what is not in the area of responsibility of protected area managers;
- Branding of educational programmes;
- Providing incentives so that people participate in training measures (even if they have to pay for them);

3.2 Topics or skills relevant for future PA management (results from group 2)

Topics which might even be more important in the future

- Adaptation to a changing climate and risk management;
- Management of invasive species;
- Impact of agriculture on PAs;
- “Creative” management, working with future scenarios;
- Strategic planning and connectivity to the wider region;
- Wilderness in densely populated Europe; and related: human-wildlife conflicts;
- Challenges of Natura 2000 sites (e.g. related to agricultural use on private land);
- Management and facilitating skills;
- Alternative ways of funding (good examples from the US and South America); and related: good communication of benefits of PA;
- Training for staff from increasing number of privately managed PAs;

Remaining challenges

- We do not spend enough time on thinking about the future; we have to be trained in thinking long term; approach from Latin America “creative” management: you face the worst scenario (e.g. the dry forests will die out because of a warmer and drier climate); then you have to think ahead how you could react; there will be a chapter on creative management in the IUCN book;
3.3 Topics or skills relevant for future PA management (results from Parks 3.0 discussion)

23 hypotheses have been formulated by Michael Jungmeier on the potential outline of a future generation of parks in Europe (“Parks 3.0”) and interdisciplinary experts from Europe have been invited to discuss the hypotheses; 31 responded; the results on the future needs:

- Two major directions expected: wilderness areas and sustainably managed landscapes;
- Focus on wilderness requires: discussion on the reference state for nature conservation efforts; conflict resolution due to a changing landscape and the return of large carnivores; new nature experiences (away from highly engineered visitor centres and guided tours for larger groups)
- Focus on sustainability requires: knowledge on sustainable land-use practices; indicators for measuring sustainability; tourism offers based on education for sustainable development (visitors may become drivers of change); knowledge brokers to cooperate with the outer zones; intercultural training (between conservation and e.g. business culture)

4 OVERVIEW ON EXISTING TRAINING MEASURES IN EUROPE

![Fig. 2: Overview on the existing and planned academic (red circles with numbers) and non-academic (blue circles with letters) training offers on protected areas management in Europe (no claim to be complete); more information on the indicated training offers is given in chapters 3.1 and 3.2.](image-url)
## 4.1 Academic training offers in Europe (no claim to be complete!)

<table>
<thead>
<tr>
<th>Nr</th>
<th>Training offer</th>
<th>Institution</th>
<th>Target group</th>
<th>Organisation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MSc Programme &quot;Landscape Ecology and Nature Conservation&quot; (since 2007)</td>
<td>Ernst-Moritz-Arndt University Greifswald and Michael Succow Foundation (DE); Information: <a href="http://www.botanik.uni-greifswald.de/mscience/">http://www.botanik.uni-greifswald.de/mscience/</a>; Contact: Tiemo Timmermann: <a href="mailto:tiemo@uni-greifswald.de">tiemo@uni-greifswald.de</a>, Benedikt Gerigk: <a href="mailto:gerigk@uni-greifswald.de">gerigk@uni-greifswald.de</a>, and Sebastian Schmidt: <a href="mailto:sebastian.schmidt@succow-stiftung.de">sebastian.schmidt@succow-stiftung.de</a></td>
<td>Students from all over the world (courses in English language); limited to max. 15 students per course;</td>
<td>Duration: 4 semesters; Organisation: Full time study at the University; Tuition fee: Reduced from 2,000 to 500 € per semester, co-funded providing by foundations/university</td>
<td>Alumni conference will be hold in October 2013 at the Island of Vilm; Master programme in Azerbaijan currently in establishment;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Master of International Nature Conservation&quot; (since 2006)</td>
<td>Georg-August University Göttingen (DE); Information: <a href="http://www.uni-gottingen.de/de/74269.html">http://www.uni-gottingen.de/de/74269.html</a>; Contact: Michael Mühlenberg: <a href="mailto:mnu@uni-gottingen.de">mnu@uni-gottingen.de</a></td>
<td>Students from all over the world (courses in English language); limited to max. 10 students per course;</td>
<td>Duration: 4 semesters; Organisation: Full time study at the University; Administration fee: 500 € per semester; Particularity: Double-Degree with Lincoln University in Canterbury, New Zealand (until 2012 supported by the „German Academic Exchange Service“)</td>
<td>Philosophy: „Learning by contrast“</td>
</tr>
<tr>
<td>3</td>
<td>MSc Programme &quot;World Heritage Studies&quot; (since 1999)</td>
<td>Technical University Cottbus (DE), Information: <a href="http://www.tu-cottbus.de/bsu/de/whs/">http://www.tu-cottbus.de/bsu/de/whs/</a>; Contact: Michael Schmidt: <a href="mailto:umweltplanung@tu-cottbus.de">umweltplanung@tu-cottbus.de</a></td>
<td>Students from all over the world (courses in English language);</td>
<td>Duration: 4 semesters; Organisation: Full time study at the University; Administration fee: 223 € per semester</td>
<td>Programme holds a UNESCO Chair in Heritage Studies</td>
</tr>
<tr>
<td>4</td>
<td>MSc Programme &quot;Sustainable Resource Management&quot;</td>
<td>Technical University Munich (DE); Information: <a href="http://www.forst.wzw.tum.de/index.php?id=20#c43">http://www.forst.wzw.tum.de/index.php?id=20#c43</a></td>
<td>Students from all over the world (courses in English language);</td>
<td>Duration: 4 semesters; Organisation: Full time study at the University; Administration fee: 542 € per semester</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MSc Programme &quot;Management of Protected Areas&quot; (since 2005)</td>
<td>Alpe-Adria University of Klagenfurt and E.C.O. (AT); Information: <a href="http://mpa.e-c-o.at/">http://mpa.e-c-o.at/</a>; Contact: Michael Jungmeier: <a href="mailto:mpa@uni-klu.ac.at">mpa@uni-klu.ac.at</a></td>
<td>Students from all over the world, main focus on Central and Eastern Europe (courses in English language); limited to max. 20 students per course;</td>
<td>Duration: 4 semesters; Organisation: Extra-occupational study, modular structure: 8 blocks with 65 days of attendance; Tuition fee: 12,400 € for the whole course;</td>
<td>Active Alumni Club, organised as Non-Profit-Organisation <a href="http://www.alumniimpfa.net/">http://www.alumniimpfa.net/</a>; Lecturers partly with academic, partly with professional background</td>
</tr>
<tr>
<td>6</td>
<td>MSc Programme &quot;Natural Heritage Protection&quot;</td>
<td>University of Ljubljana (SI); Information: <a href="http://www.bf.uni-lj.si/en/deans-office/study-programmes/master-study-programmes-second-cycle/protection-of-the-natural-heritage/">http://www.bf.uni-lj.si/en/deans-office/study-programmes/master-study-programmes-second-cycle/protection-of-the-natural-heritage/</a></td>
<td>Students from Slovenia (courses in Slovene language)</td>
<td>Duration: 4 semesters; Organisation: Full time study at the University; Administration fee: ?</td>
<td></td>
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<td>7</td>
<td>MSc Programme &quot;Espacios Naturales Protegidos&quot; (since 2000)</td>
<td>Autonomous University of Madrid, University Complutense of Madrid, University of Alcalá, Foundation Fernando Gonzalez Bernádez, and EUROPARC Spain (ES); Information: <a href="http://www.umin.uam.es/otros/fungobe/master.htm">http://www.umin.uam.es/otros/fungobe/master.htm</a>; Contact: <a href="mailto:fundacion.gbernaldez@uam.es">fundacion.gbernaldez@uam.es</a> and Marta Mugica: <a href="mailto:marta.mugica@redeuroparc.org">marta.mugica@redeuroparc.org</a></td>
<td>Students from Spain and Latin America (courses in Spanish language); about 40 participants per year (70% Spanish, 25% Latin-Americans, 5% other); exchange between Latin American and European perspectives very beneficial (e.g. more experience with co-financing and co-management in LA)!</td>
<td>Duration: 1 year; 3 parts, 12 modules; Organisation: Extra-occupational study, organised in blocks (3 days a week, from Thursday till Saturday); Tuition fee: 4,450 € per year; scholarship programme for Latin American students (scholarships provided by Fundación Carolina / BBVA); Thesis: participants can decide if they want to do a</td>
<td>Lecturers partly with academic, party with professional background; Use of manuals developed by EUROPARC Spain; Moodle used as online platform; Marine issues addressed!</td>
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<td>Nr</td>
<td>Training offer</td>
<td>Institution</td>
<td>Target group</td>
<td>Organisation</td>
<td>Other</td>
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<tr>
<td>8</td>
<td>MSc Programme “Environmental Management (Protected Area / Countryside Management)”</td>
<td>University of London (UK); Information: <a href="http://www.bbk.ac.uk/study/pg/environMentsstudentss/TMSEVMNG.html">http://www.bbk.ac.uk/study/pg/environMentsstudentss/TMSEVMNG.html</a></td>
<td></td>
<td></td>
<td>thesis or a project;</td>
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<td>Duration: 2 years; Organisation: Extra-occupational study: weekend modules at the University + residential week during Easter; Tuition fee: £4,975 pounds (home/EU students), £7,425 (overseas students)</td>
</tr>
<tr>
<td>9</td>
<td>Foundation Degree in “Countryside Management and Conservation”</td>
<td>Aberystwyth University Wales (UK); Information: <a href="http://www.aber.ac.uk/en/undergrad/courses/countryside/fdsc-country-side-management-and-conservation/">http://www.aber.ac.uk/en/undergrad/courses/countryside/fdsc-country-side-management-and-conservation/</a></td>
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<td>One day per week for practical estate work</td>
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<td>Duration: 2 to 3 years; Organisation: Full time study at the University; Administration fee: ?</td>
</tr>
<tr>
<td>10</td>
<td>MPhil Programme “Conservation Leadership”</td>
<td>Cambridge University (UK); Information: <a href="http://www.geog.cam.ac.uk/graduate/mphil/conservation/">http://www.geog.cam.ac.uk/graduate/mphil/conservation/</a>; Contact: Emily Chenery: <a href="mailto:emily.chenery@geog.cam.ac.uk">emily.chenery@geog.cam.ac.uk</a></td>
<td>Students from all over the world</td>
<td></td>
<td>Duration: 11 months; Organisation: Full time study with taught modules and professional placements; Tuition fee: ?</td>
</tr>
<tr>
<td>11</td>
<td>MSc Programme “Conservation and Management of Protected Areas”</td>
<td>Edinburgh Napier University (UK); Information: <a href="http://www.courses.napier.ac.uk/courses.aspx?ID=%2fConservationAndManagementOfProtectedAreas_W74717.htm">http://www.courses.napier.ac.uk/courses.aspx?ID=%2fConservationAndManagementOfProtectedAreas_W74717.htm</a>;</td>
<td>Individuals seeking a career as a professional wildlife manager</td>
<td></td>
<td>Duration: 1 year; Organisation: Full time study at the university; Tuition fee: £ 3,750 (for UK students), £ 12,510 (for overseas students)</td>
</tr>
<tr>
<td>12</td>
<td>Master MAB</td>
<td>MAB France and University Paul Sabatier Toulouse (FR); Information: <a href="http://www.mab-france.org/fr/transmettre-les-savoirs/master-mab/">http://www.mab-france.org/fr/transmettre-les-savoirs/master-mab/</a>; Contact: <a href="mailto:catherine.cibien@mab-france.org">catherine.cibien@mab-france.org</a></td>
<td>Biosphere reserve managers from France (courses in French language), limited to 18 participants per year</td>
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<td>Establishment supported by Mava Foundation; Miriam Rothschild Scholarship Programme</td>
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<td></td>
<td>Duration: 1 year; Organisation: 3 months teaching at university, followed by 6 months internship in a biosphere reserve or institution; Tuition fee: ?</td>
</tr>
<tr>
<td>13</td>
<td>ERASMUS IP Protected Area Management (international summer school carried out in the framework an ERASMUS project)</td>
<td>iup – Institute for Environmental Planning, Leibniz University of Hannover; Contact: Eick von Ruschkowski, <a href="mailto:ruschkowski@umwelt.uni-hannover.de">ruschkowski@umwelt.uni-hannover.de</a></td>
<td>24 students from the four universities participating in the project: Universität für Bodenkultur, Wien (AT), Wageningen Universiteit and Research Centrum (NL), Mendelova Zemedelska a Lesnicka Univerzita v Brno (CZ) and Leibniz Universität Hannover; plus six students from West Virginia University (Morgantown, West Virginia, USA)</td>
<td></td>
<td>Expected results: development of a joint learning platform with teaching materials on the topic of natural resource management and recreational planning in protected areas throughout Europe</td>
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</tbody>
</table>

Fig. 3: Academic programmes represented during the workshop in Vilm are marked in green colour.
### 4.2 Non-academic training offers in Europe (no claim to be complete!)

<table>
<thead>
<tr>
<th>Nr</th>
<th>Institution</th>
<th>Target groups</th>
<th>Capacity building offers</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ProPark (RO), exclusive focus on capacity building for PA managers; implementation of practical projects in addition to teaching in order to gain own experiences;</td>
<td>Protected area staff, national and regional authorities, related to protected areas; key stakeholders (foresters, water managers, game managers, etc)</td>
<td>Training of selected practitioners: 46 certified trainers available; Development of particular training modules; Implementation of several training events (min. 15 participants per unit) in different locations in Romania; since 2008: 533 people from Romania, and 23 from Ukraine have been trained (professional qualification); very interactive trainings, combining skills with competence development; depending on the availability of funds, courses are offered for free or participants have to pay fees; fees are keeping many people from participating in the courses; On demand: coaching offered for management teams of PAs;</td>
<td>Official occupation “Protected area Specialist” registered in Romania; additional occupations are “Ranger” and “Protected Area Custodians”, but so far no standards have been developed for these occupational fields; Consultancy arm of ProParks established: ProParks SRL; consultancy activities might contribute to fund capacity building activities of ProPark; New development: new training initiatives are coming up, offering shorter trainings for less money; quality of these trainings can be questioned; Alumni webpage allowing for staying in touch; but no capacity to foster networking;</td>
</tr>
<tr>
<td>B</td>
<td>ProPark (RO), commissioned by the German Federal Agency for Nature Conservation, is currently carrying out the project “Capacity Building Plans for Efficient Protected Area Management in Eastern Europe” (October 2012 until November 2015)</td>
<td>Protected area staff from Eastern Europe, in particular those from the 10 focus countries in 4 pilot regions, B-1: Baltic (Estonia, Latvia), B-2: Caucasus (Georgia), B-3 Balkan and Dynaric (Slovenia, Croatia, Serbia, Macedonia), B-4 Carpathian/Central (Ukraine, Romania, Slovakia);</td>
<td>Assessing the training needs; Developing plans for model approaches; Identifying actors that can act as centres of good practice for capacity building in their region; Developing the capacities of these centres (by training the future trainers); Facilitating the exchange of information by developing an online platform and a network of specialists;</td>
<td>Advisory Committee formed, composed of 8 individual experts from Eastern and Western Europe; meeting planned for 29 October 2013; Status Quo: Training needs assessment almost completed in focus countries, but ongoing field work in secondary countries;</td>
</tr>
<tr>
<td>C</td>
<td>ATEN (FR), comprising 19 bodies responsible for nature management in France; organisation financed by the Ministry of Environment; Information: <a href="http://www.espaces-naturels.fr/">http://www.espaces-naturels.fr/</a>; Contact: Naik Faucon, <a href="mailto:naik.faucon@espaces-naturels.fr">naik.faucon@espaces-naturels.fr</a></td>
<td>About 5,000 nature protection professionals in France, including Natura 2000 site managers; People can apply for the courses but their bosses have to decide if they are allowed to do it; Members of ATEN do not have to pay for the courses (only transport has to be covered); Approx. 12-15 people per course;</td>
<td>Development of a common jobs directory with 24 job profiles related to PA management (relevant for structuring training needs); Training needs assessment carried out every year amongst member organisations (questionnaire); Implementation of professional training courses (2-5 days long, language: French): more than 120 sessions a year for more than 1,400 trainees; On the job training curriculum for civil servants / rangers; Cooperation with the Ministry of Work in order to officially register the job description as occupations;</td>
<td>Lecturers are not staff members of ATEN, they are coming from the practical field of nature conservation; they are changing from year to year and have to be procured by tender; No training manuals available; invited lectures are informed about the topics and have to develop their teaching concept by themselves;</td>
</tr>
</tbody>
</table>
### Non academic programmes represented during the workshop in Vilm are marked in green colour.

#### 5 EFFICIENCY OF TRAINING

##### 5.1 E-learning versus face-to-face meetings: experiences from Costa Rica

UCI – University for International Cooperation (Universidad para la Cooperación Internacional) was founded by Eduard Muller as a private university; it has two offices, one based in San Jose (Costa Rica), another one in Bacalar (Mexico). UCI aims at training experts and leaders from Latin America and the Caribbean in the fields of environment, economy, culture and politics; the courses are provided fully online (e-learning in a virtual campus without personal meetings between students and lecturers); amongst other topics, Bachelor and Master Programmes for Protected Area Management are offered.

In 2009, a UNESCO Chair in “Biosphere Reserves and Natural and Mixed World Heritage Sites” was established at UCI.

Organisational structure of UCI: 65 staff members (including cleaning service for the office), of which 22 are working in the E-lab; amongst the professionals are graphic designers, communication experts (who set up videos, prepare interviews and other materials), experts in teaching methodologies, and assistants for teachers.
Appropriate software for setting up a virtual campus

- Moodle 2.2 (probably the best, because it is open source software): http://moodle.de/
  Differences can be added or removed; groups and subgroups can be formed; cafes can be established (private forums, in which people can interact undisturbed); a profile can be created for each participant; in an introductory forum students are presenting themselves and the area where they are working in;
- Cisco Webex (with costs):
  https://signup.webex.de/webexmeetings/DE/sem_signup_tomorrow.html?CPM=KNC-sem&TrackID=1021392&semid=sLGFQjYB_11019784826&psearchID=webex

How to make E-learning efficient?

- Secret of online education is continuity; if you are teaching a course you have to be online at least 2 to 3 hours a day!
- Function of “angels”: assistants who are able to address most of the questions of the students (if this is not possible, they hand over to the teachers); their function is to close the personal gap caused by the distance learning, and make students feel comfortable (thus, the angels have to be women; with men it did not work out); if a student has not been online for some days, the angels would call him/her and ask what happened; 2 to 4 angels (and 1 teacher) are needed for about 100 students;
- Group size: The bigger the group, the more interaction is possible between the participants (but too big groups hinder the direct interaction between teacher and students); if the teacher realises that there is no interaction between students, he/she has to send a provocative statement in order to stimulate the discussion again; 120 participants are minimum for “cloud resourcing”;
- Difficulties for professors to use E-learning: matter of age, also of hierarchies (in the virtual world you need to be on equal level with your students); so you need “translators” who are transferring the information of the professors for the use in the moodle platform; the teacher gets a template, and fills in his/her information; the translator edits this information (in agreement with the teachers) and uploads it to the platform (e.g. in form of powerpoint slides with a voice in the background, videos of conference contributions, etc.; questions of the students can be clarified by Email communication);
- The preparation of the courses is very important; it has to be done very carefully! If it is not good enough there will be too many questions afterwards;
- Focus on competences instead of knowledge: all topics dealt with in the virtual course have to be applied and tested in the field of work of the students; the lessons learned from the practical application shall be shared within the network;
- A fixed time frame has to be set for particular courses! (in contrast to the concept of open universities / online distance education: you can go in and start and finish whenever you want; professors are paid for a longer period in order to improve the course; in those distance education courses there is no or only little interaction between the participants);

Costs: Between 5,000 and 7,000 dollars for the whole master programme at UCI (16 months);
Advantages of E-learning:

- Perfect control on the quality of the courses; you know exactly how the teacher is teaching, and what information he/she is giving;
- You can involve teachers from all over the world;
- It can be realised much cheaper (often, the costs for face-to-face trainings are too high to be feasible and to maintain a sustainable training programme);
- You can involve bigger groups; you will have a bigger impact if you are able to address more people;
- It can be considered more eco-friendly as less travelling is involved;
- In Costa Rica: Dropout rate of only 2% in the online courses.

5.2 Standardisation, certification and accreditation

5.2.1 Clarification of the terms “certificate” and “certification”

- **Certificate**: Participants will get it after they did a certain course; it proves somebody attended a course (it does not prove if somebody has a particular competence);
- **Certification**: Person or institutions will get it if they prove that they have some competences (e.g. drivers license: you prove that you are able to drive); the evaluation of competences in the field of protected area management is a complex process; first attempts have been initiated in Eastern Africa (contact: Glenn Ricci); in France, ATEN is thinking about working no certifying rangers with certain skills (contact: Naik Faucon)

5.2.2 Defining standards for the occupation “PA management”

In Costa Rica (contact: Eduard Muller) and Romania (contact: Erika Stanciu) some jobs related to PA management have already been officially registered as occupations; once standards are defined for those occupational fields, respective certificates can be given to the participants of training offers (people tend to participate rather in courses where they get a certificate). Generally it would be better to develop European standards and register the occupation on EU level in order to allow for movements in the labour market (>> potential joint project opportunity).

Advantages of defined standards and registered occupations:

- Improved quality of the formation: tool to draw up appropriate training programmes and better develop human resources management;
- Certificate might be seen as an incentive for participants;
- PA professionals might plan their own career development better;
- Tool to simplify qualification assessment procedures for protected area jobs;
- Planning tool for employers, national education institutions and the job market.
Remaining challenges (in Romania):
  • Reluctance of Romanian authorities to accept the complexity of the occupation; topics such as communication, public relations, education & interpretation and sustainable development issues are often not considered to be part of the PA occupation;
  • Even if the topics and skills are clearly defined, it still needs to be discussed how much time has to be dedicated to the different topics;

5.2.3 Development of global competences, curricula and certification systems by IUCN

5.2.3.1 Global competences
An IUCN working group is currently developing a set of about 200 global competences involved in the management of protected areas around the world. The respective competences are assigned to five different levels of PA staff:
  - Level 1: Completing basic practical tasks under supervision;
  - Level 2: Completing mainly practical, but also partly technical tasks; partly leading small work teams;
  - Level 3: Planning, managing and leading a department or set of activities in a PA; thereby applying specialised skills in managing a PA;
  - Level 4: Directing and managing an individual PA or a PA cluster;
  - Level 5: Directing and managing PA systems on regional or national level; establishing PA policies, strategies and legislation.

Mike Appleton is leading the IUCN Competence Working Group; Erika is part of the group, Marta wants to be involved as well, and Sigrun was invited to participate in a meeting of the working group in September 2013 at the Island of Vilm.

Time scale: First results of the working group shall be produced by October 2013.

5.2.3.2 Development of curricula
On the basis of the competences, another IUCN working group, led by Eduard Muller, is currently developing global curricula (and related materials) for the different levels of PA staff. The curricula shall be available online so that they can be used by everybody and modified according to particular needs (approximately 70% shall be provided by this system as basic recipe, probably 30% has to be added by the respective local institutions). The curricula shall be offered as open source, so users can improve it while using it. For example, if a curriculum is translated into other languages by a user, the translation shall be uploaded again to the system and made available for everybody.

Time scale: Templates for the global courses will be available by the end of June; they will be circulated within our working group in July 2013.

5.2.3.3 Certification of PA professionals
The global competences might be used to develop certification systems for individual PA staff members. The rationale: Staff members shall not only be able to prove that they have passed a particular exam; instead they shall be able to prove that they know how to apply a particular
knowledge in their job. First attempts in certifying PA staff have already been made for example in the framework of the WIO-COMPAS project (Western Indian Ocean – Certification of Marine Protected Areas Professionals, http://www.wiomsa.net/wiocompas/). A handbook explains the process of this voluntary certification programme. Such model programmes may stimulate the development of different certification systems on individual, organisation or regional level.

5.2.3.4 Accreditation of training institutions
IUCN is currently developing a voluntary international accreditation system for training institutions; the standardised process was developed by the Project Management Institute – PMI; it involves interviews with students and experience of teachers; institutions cannot get a credit before they had their first group of students. The certification would be done by IUCN (international panel of experts); expected costs for the accreditation: 3,500 to 7,000 Dollars; institutions will probably get it for 4 years; afterwards it has to be renewed. A team of about 5 people shall coordinate this activity at IUCN.

6 IUCN ACTIVITIES

6.1 IUCN Protected Area Capacity Development Programme
Flagship programmes:
- Global Partnership for Professionalizing Protected Areas; the objectives are:
  - Competency standards for PA professionals at site, system and sector levels are published and made available online;
  - Open access PA CD curricula for education and training institutions are established (material will be offered for free in the internet; if somebody wants to be certified, he/she has to pay a fee);
  - Certification programme for site level PA professionals is developed and made available;
- IUCN Protected Area Best Practice Guidelines: more topics to be covered, more translations to be made;
- Online open-source E-book on PA management: 32 chapters (one on capacity building), 180 authors, will be launched at the World Park Congress; templates for case studies available; can be shared with our group in order to prepare some examples from Europe;
- Green List of Well-Managed Protected Areas;
- BIOPAMA - Biodiversity and Protected Areas Management Programme, funded by the European Commission (www.iucn.org/biopama): Capacity building for PA staff from Africa, the Caribbean and the Pacific region in partnership with regional training centres;
Organisational structure
- IUCN WCPA PA Capacity Development Advisory Committee, chaired by Kathy MacKinnon, 12 members;
- IUCN WCPA PA CD Education and Learning Work Group, Vice Chair: Eduard Muller, 40 members;

6th World Park Congress, Sydney 2014
- Motto: “Parks, people, planet - Inspiring solutions” (www.worldparkscongress.org);
- 8 technical streams (e.g. reaching conservation goals, improving health and well-being, broadening governance, inspiring a new generation) and 4 cross-cutting issues (marine PAs, World Heritage, capacity development, governance and a social compact for protected areas)
- Meetings e.g. on capacity building can be organised 1.5 days before the Congress;
- Search for good keynote speakers (input by 30 June 2013); input for the streams can be done until August 2013;

7 POTENTIAL FIELDS OF COOPERATION

7.1 Joint platform to share information on European training offers
ProPark is developing such an online platform with focus on Eastern Europe which could be extended to whole Europe. Planned contents are: information on training offers, information on funding possibilities, and an overview on potential trainers.

How to make such a platform successful?
- Permanent staff is needed in order to keep it updated and maintain it in the long run; financing might be provided by training programmes who use the platform for promotion; each programme could contribute with small money for maintaining it;
- Ownership shall be created amongst European initiatives: it shall be perceived as shared platform (not as platform created by ProPark); all training programme shall get an access in order to be able to update information on their own;
- Networking always starts with personal meetings; however despite of initial enthusiasm, networks can only be maintained if there is somebody paid/responsible for keeping it going (or if people get a lot of benefit out of it); common projects and personal meetings are needed in order to keep the spirit high;
- Setting up an online platform is a huge effort, so it might be better to link to already existing ones;
- Logic host of such a platform would be EUROPARC Federation;
7.2 Ideas for joint projects

- Elaboration of materials which can be used jointly (e.g. well elaborated case studies on defined topics, video clips, good description of relevant tools)
- Developing training programmes directed to (well experienced) directors who do not have a lot of time; (a prestigious “European Park Directors leadership Programme”)
- Organising study visit programmes (exchange of different staff categories);
- Developing joint curricula on Europe specific topics (e.g. Natura 2000; addressing impact of tourism on PA management; wilderness management in Europe; reviving traditions vs innovation), maybe as e-learning course
- Organising courses on e-learning / online teaching
- Developing European competence standards (and officially registering occupation for PA management in Europe);
- Developing a project on the efficiency of the applied training methods;
- Re-using the existing project proposal “Europatch” which was elaborated for the Leonardo Lifelong Learning Programme; idea: adapt the ATEN’s directory of PA job profiles to the European context and use the profiles for the classification of trainings;
- Certifying European trainings / trainers;
- Developing a project on professional certification among protected areas managers who have expertise on species identification; after certification, those people could be listed as experts and called if needed;
- Developing a European corner in WCPA newsletter; preparing European case studies for IUCN e-book;
- A joint project with protected area bodies and national museum (or scientific academy) should be considered.

8 VILM DECLARATION

The so called “Vilm Declaration” was formulated in order to

- express a clear commitment towards cooperation between the different training initiatives in Europe (including concrete ideas for joint projects, exchange or ways to remain in contact);
- agree on recommendations for, and European links to IUCN’s Capacity Building Programme;

The Vilm Declaration will be signed by the participating institutions, and disseminated within the IUCN network (key persons: Dave Reynolds and Eduard Muller, as well as Andrej Sovinc).
9 AGREEMENT ON CONCRETE ACTIONS

- Minutes of the workshop will be prepared by Sigrun and disseminated by the WS organisers;
- Draft of the Vilm Declaration will be fine-tuned by Gisela and Ralf, and then sent to the workshop participants and to relevant institutions and experts; it will be made available online;
- A European / EUROPARC working group on capacity building for PA managers shall be established (academic and non academic offers); it shall meet for the first time during the EUROPARC Conference in Hungary in October 2013; during this meeting, action shall be taken to develop concrete joint project ideas; next steps:
  - E.C.O. will draft an application for becoming EUROPARC Working Group (clear objectives for the next 2 years, concrete project ideas, list of members);
  - Erika will address EUROPARC in order to ensure a meeting of the working group during the next EUROPARC Conference (side event);
  - Participants shall name potential additional members of such a working group;