# The ASEAN Regional Centre for Biodiversity Conservation



*A joint cooperation project between the ASEAN and the European Union*

# Its Function

The **ARCBC** serves as the main focal point for networking and institutional linkage among ASEAN member Countries and between ASEAN and European Union (EU) partner organisations to enhance the capacity of ASEAN in promoting biodiversity conservation.

# Who's Behind It?



**EU** provides the means for networking, applied research, training and technical assistance.

**ASEAN** provides office space, facilities and support personnel.

The *Department of Environment and Natural Resources* (DENR) is the Project's Executing Agency.

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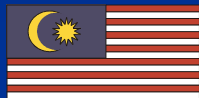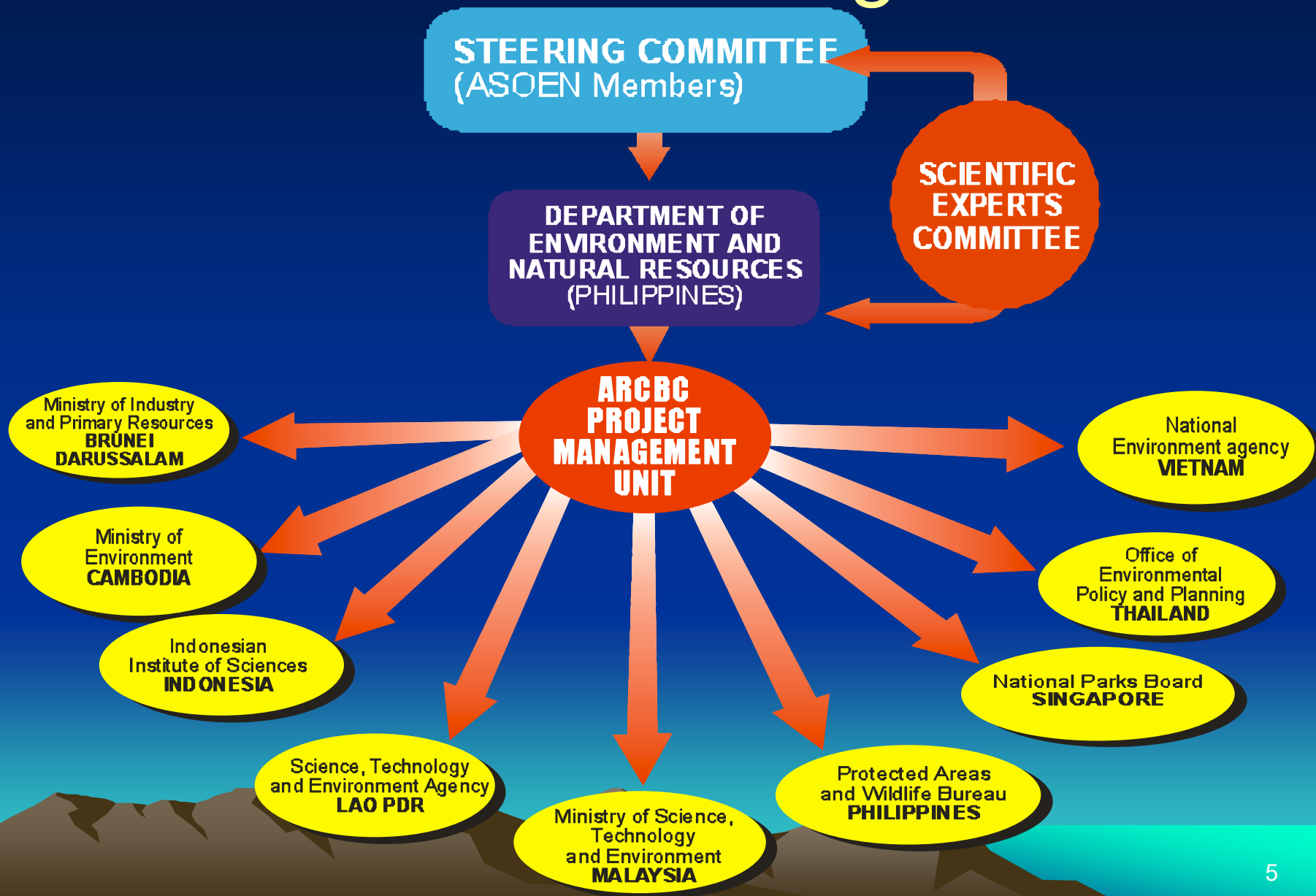# ARCBC Organisational Structure

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                    Office of the
                    EU and ASEAN
                    Co-Directors
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| Networking and Institution Building | Training And Extension | Research | Database and Information Management Systems | Administration and Finance |
| --- | --- | --- | --- | --- |
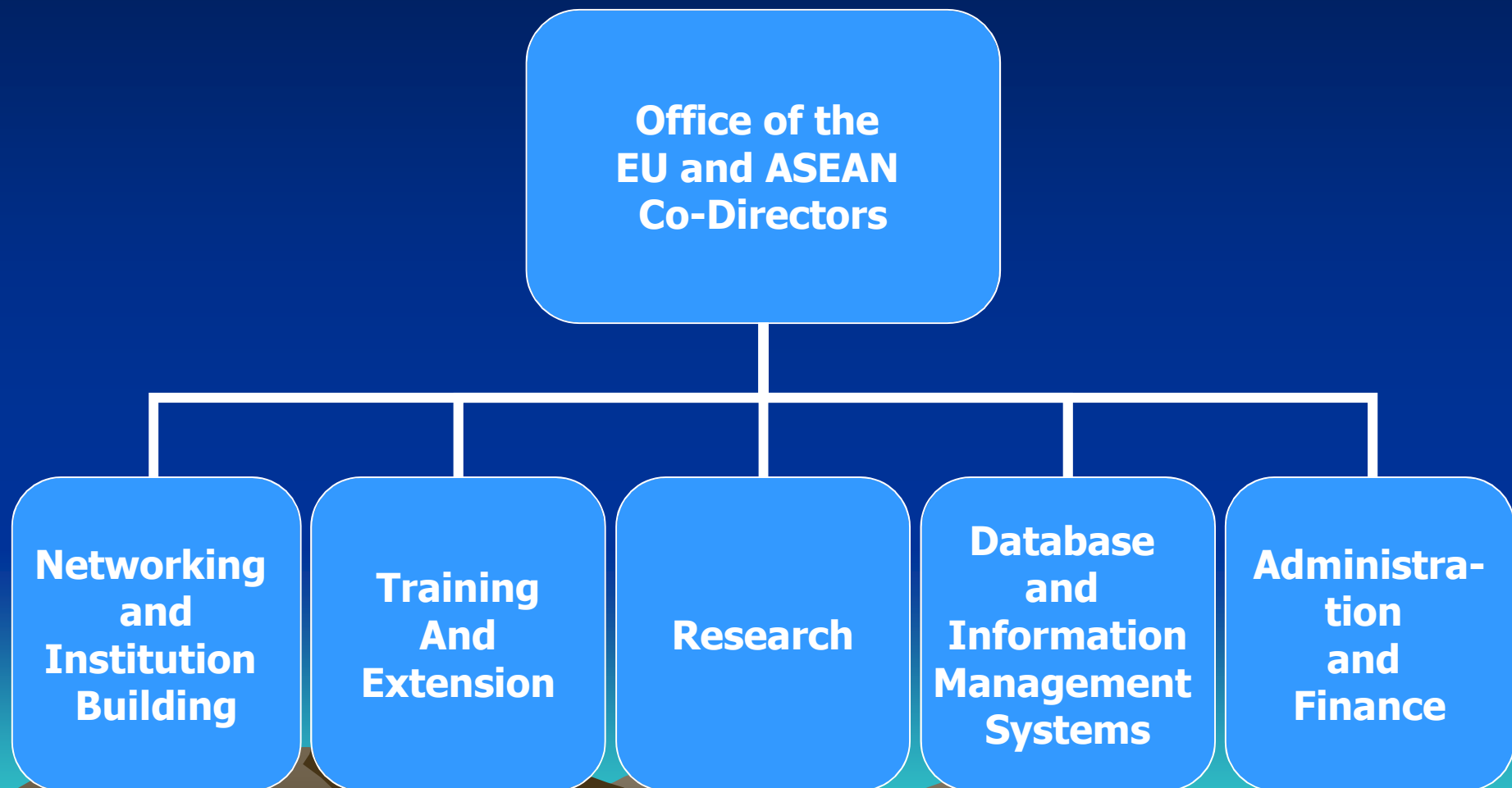
# Training and Extension

- Needs Assessment
- Training Materials
- Training support
- Courses and curricula (competence standards)

# The problem with training courses?

- Short term training courses are expensive and logistically difficult
- Not many individuals directly benefit
- Participants may not remember all that they have been taught
- Participants may not be able to use what they have learned and remembered

**WE NEED TO TRY TO ENSURE THE GREATEST  IMPACT FROM OUR TRAINING PROGRAMMES**

# 4 Levels of Evaluation (Kirkpatrick)

## 1. REACTION
**COURSE EVALUATION**

## 2. LEARNING
**TEST OR EXAM**

## 3. BEHAVIOUR CHANGE
**HOW ARE YOU MAKING USE OF TRAINING?**

## 4. RESULTS
**WHAT DIFFERENCE HAS IT MADE?**

# Your challenge

**How will you use this course to**

- Improve your own work?
- Help others to learn and develop their skills and knowledge?
- To make a difference

**Please think about this for each session of the course**

# The Capacity Challenge for Biodiversity and PA Conservation

# The Capacity Challenge for Biodiversity Conservation

- **Growing PA networks**
- **Shrinking habitats and species populations**
- **Extended PA Functions and Responsibilities**
- **Increasing pressures**

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# Question??

**What do we need <u>to have</u> or <u>to do</u> in order to ensure that protected areas and their biodiversity are well managed and protected?**

**Write 3 important needs on separate sheets of paper**

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# The Capacity Triangle

**ENABLING ENVIRONMENT**

Policy, Law, Agreements, Awareness, Culture

**KNOWLEDGE**

**SKILLS**

**ATTITUDE**

**CAPACITY**

Resources

Working conditions

Management Style

**INDIVIDUALS**

**INSTITUTIONS**

# INDIVIDUAL CAPACITY

# Individual competence
# The SKA Framework

| | |
|---|---|
| **Skills** | The physical and technical ability to perform specific tasks |
| **Knowledge** | Awareness and understanding of the reasons and purposes for carrying out tasks and of the contexts in which they are performed |
| **Attitude** | The approach taken to work and the way it is carried out their work |

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# HOW DO WE IMPROVE INDIVIDUAL CAPACITY

Developing
- **SKILLS**
- **KNOWLEDGE**
- **ATTITTUDE**

**SUGGEST AS MANY WAYS AS YOU CAN THINK OF**

# Ways to learn

- **Go on a training course**
- Read a book
- Observation
- Practical; learning by doing!
- Sharing ideas/talking and discussing
- Talking with visitors and stakeholders
- Giving responsibility
- Enabling staff to share their SKA
- Evaluations.  Informal or formal.
- Research and investigation

- Remote assistance
- Googling!!!  Internet
- Mentoring
- Exchange of staff and between sites
- Sharing documents and information
- Formal education
- From someone else's mistakes
- KOTO (Know one teach one!)
- Lectures and talks
- Learning from local knowledge
- Encourage your staff to ask questions!

- What about learning????

# How we learn

| Theoretical Learning |
| Practical Learning |
| Active and experimental learning |
| Reflective learning |
| Personal Learning |

# Adult Learning

- An **interactive** process
- Adults should be aware of their needs and therefore **share responsibility** for learning.
- Should be based on **defined needs** and encourages sharing of experience, analytical skills and participation.
- Much **more than sending people on training courses**, even if these are very good.
- Supported by a **learning environment** at work that encourages and rewards personal and professional development at all levels.

# During the course

- Don't just think about **WHAT** you learn

- Also think about **HOW** you learned

- And how you might **USE** and **SHARE** your new knowledge and skills

# HOW CAN WE TELL IF WE ARE DO ING A GOOD JOB AND IMPROVING AT OUR WORK (OR NOT!)

- **Informal feedback**
- **Staff appraisal**
- **External evaluations**
- **Feeling more confident**
- **Seeing results**
- **Meeting targets and achieving objectives**
- **Using indicators**

# INDICATORS

- **INPUT**

**$5000**

- **ACTIVITY**

**20 patrols**

- **OUTPUT/RESULT**

**120 traps removed. 10 poachers caught**

- **IMPACT**

**Tiger population increasing**

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# The Competence Approach

# ARCBC PAA Human Resource Development Review

- Training Availability
- Capacity of Protected Area Management Authority
- Approach to staff development

# *HRD Review*
## Need for PA Career Identity

'*Staff of the national parks and wildlife section ... should be trained specifically as professional wildlife managers*'

*HRD Review*

**Not enough relevant pre-employment training**

'The *available courses are not adequate or relevant to protected area management*'

*HRD Review*

**Focus on projects and individuals not institutions**

*Internationally supported projects are more likely to develop individual than institutional capacities*

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# *HRD Review*
## Poor links between needs and job based training

'*People should be asked what training they need rather than just being sent without consultation*'

*HRD Review*
# Leakage of skills

'*Consideration should be given to retaining trained personnel in their area of speciality for a longer period*'

'*People who are trained to do one job are then transferred to another job, this is a waste...we do not like being transferred all the time*'

*HRD Review*
# Poor image of PA work

*'Protected area management is considered a punishment posting'*

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*HRD Review*

# Lack of recognition and support

'*We are already veterans. We do not need training, we need support*'

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# *HRD Review*
# PA Jobs not Defined

*'A systematic Training Needs Anlaysis could not be used because of the lack of adequate job descriptions'*

*HRD Review*
# Lack of performance focus

*'we do not develop a performance plan because <u>there is no standard</u>'*

# The Capacity Gap

- Lack of qualified/experienced staff
- Few courses available
- Budgets and opportunities for staff development are limited
- No strategic approach to staff development, focusing too much on short term training and not enough on long term learning.

# The Capacity Gap

- Courses on an *ad hoc* basis.
- Many training programmes are designed to meet the needs of projects and donors rather than those of the parent institutions.
- Results are judged on process indicators (e.g. number of people trained, number of training days) rather than impact indicators (improvement in performance at work, success of training in solving a defined problem)

# Competence Standard

SKILLS
KNOWLEDGE
ATTITUDE

# Competence Standards

- Provide a adaptable framework for improving PA management and training

- Provide a common language of skills

- Enable structured strengthening of institutions (job descriptions,TNA, performance)

- Guide curriculum and training course development and delivery

- Raise professional profile of PA management

Standards Development Process
Collation of regional skills compendium

# Standards Development Process
# Editing and Sorting Skills

# Standards Development Process
## Identifying Levels

**Level 5 Directorial**

**Level 4  Managerial, Higher Technical**

**Level 3 Technical/Supervisory**

**Level 2 Skilled worker**

**Level 1 Labourer**

# Standards Development Process

CON
CON
CO
CO

CON4.5

CON4.6

## Skill CON 4.2

## Scope and Range CON 4.2

## Knowledge CON 4

- Ecology and conservation biology of relevant species, ecosystems and habitats.
- Ecology of species for reintroduction and reintroduction methods and protocols
- Laws, regulations and conventions relating to capture, transport, keeping, export etc.
- Eradication/control techniques and protocols.

# Standards Development Process
## Assigning competences to jobs

| Protected Area Jobs | Overall Level | Financial And Resources Management | Field Craft | Conservation Management | Sustainable Development & Communities |
|---|---|---|---|---|---|
| Technical Competence Categories | | | | | |
| Head of Large /Complex PA | 4-5 | 4 | 3 | 4 | 4 |
| Section Head: Tourism | 3-4 | 3G | 1 | - | 2 |
| Enforcement Ranger | 2 | 2 | 2-3 | - | 2 |

# Standards Overview

- 7 GENERAL CATEGORIES
- 10 SPECIALIST CATEGORIES
- 5 LEVELS
- 24 JOBS
- 250 COMPETENCES

# Adaptation and Adoption
## Publication
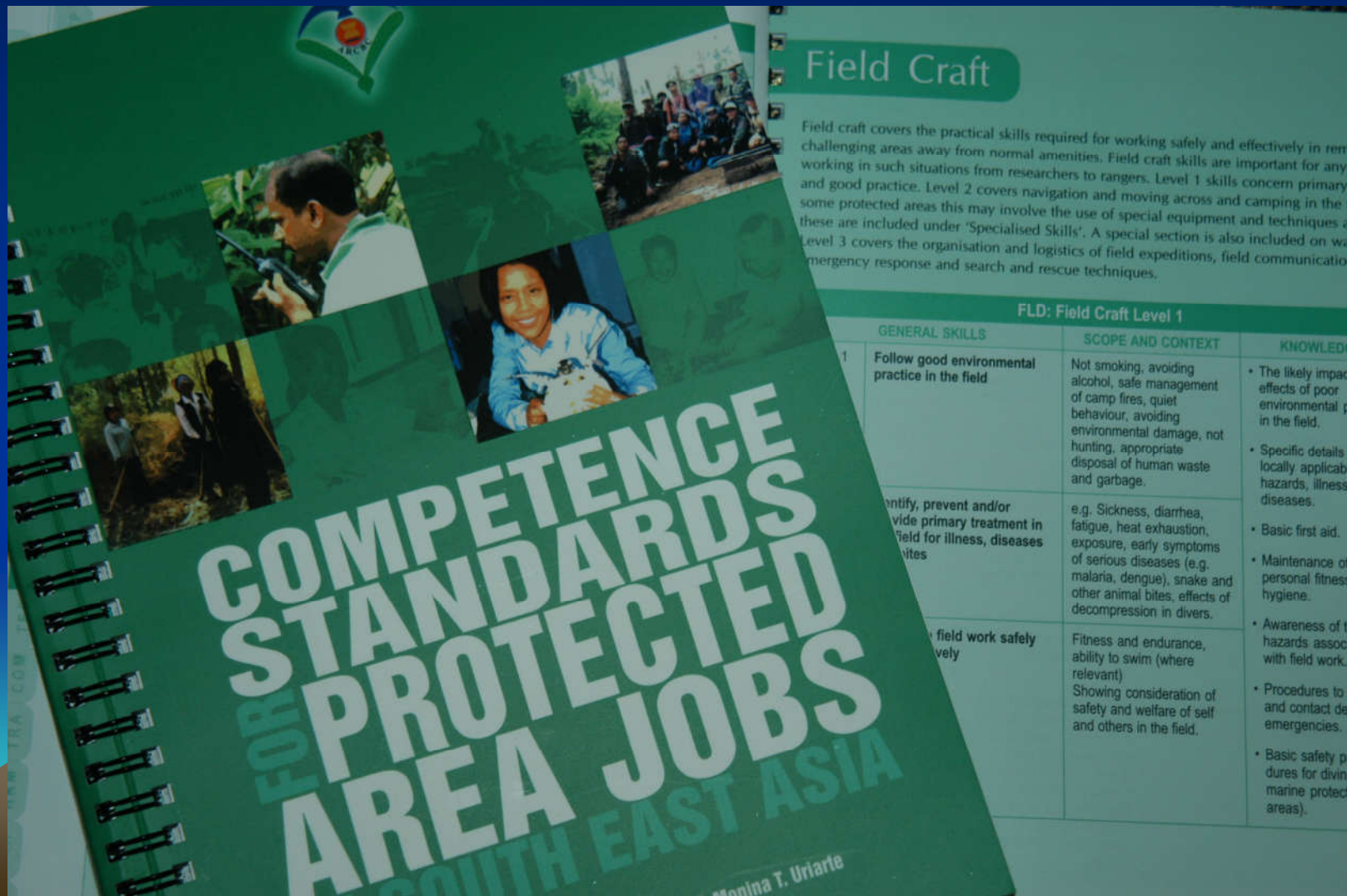
# Adaptation and Adoption
# Regional

- Recommended for use by the SE Asia WCPA meeting (April 2003)
- Endorsed as regional guidelines by the ASEAN Working Group on Nature Conservation and Biodiversity (July 2003)

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# TEST YOUR OWN COMPETENCE

# COMPETENCE ASSESSMENT

- For <u>LEVEL 3</u> only of each category give a score of
- 0 = Not relevant to me or my job
- 1 = Little or no skills, knowledge or experience. I need a lot of training and development.
- 2 = Some skills, knowledge and experience. I need advanced training and development.
- 3 = Good skills, knowledge and experience. Only updates needed
- 4 = High level of skills, knowledge and experience. I could instruct others in this task or skill

# COMPETENCE ASSESSMENT

Which are your greatest strengths? Score 3 or 4

Which are your greatest needs?  Score of 1

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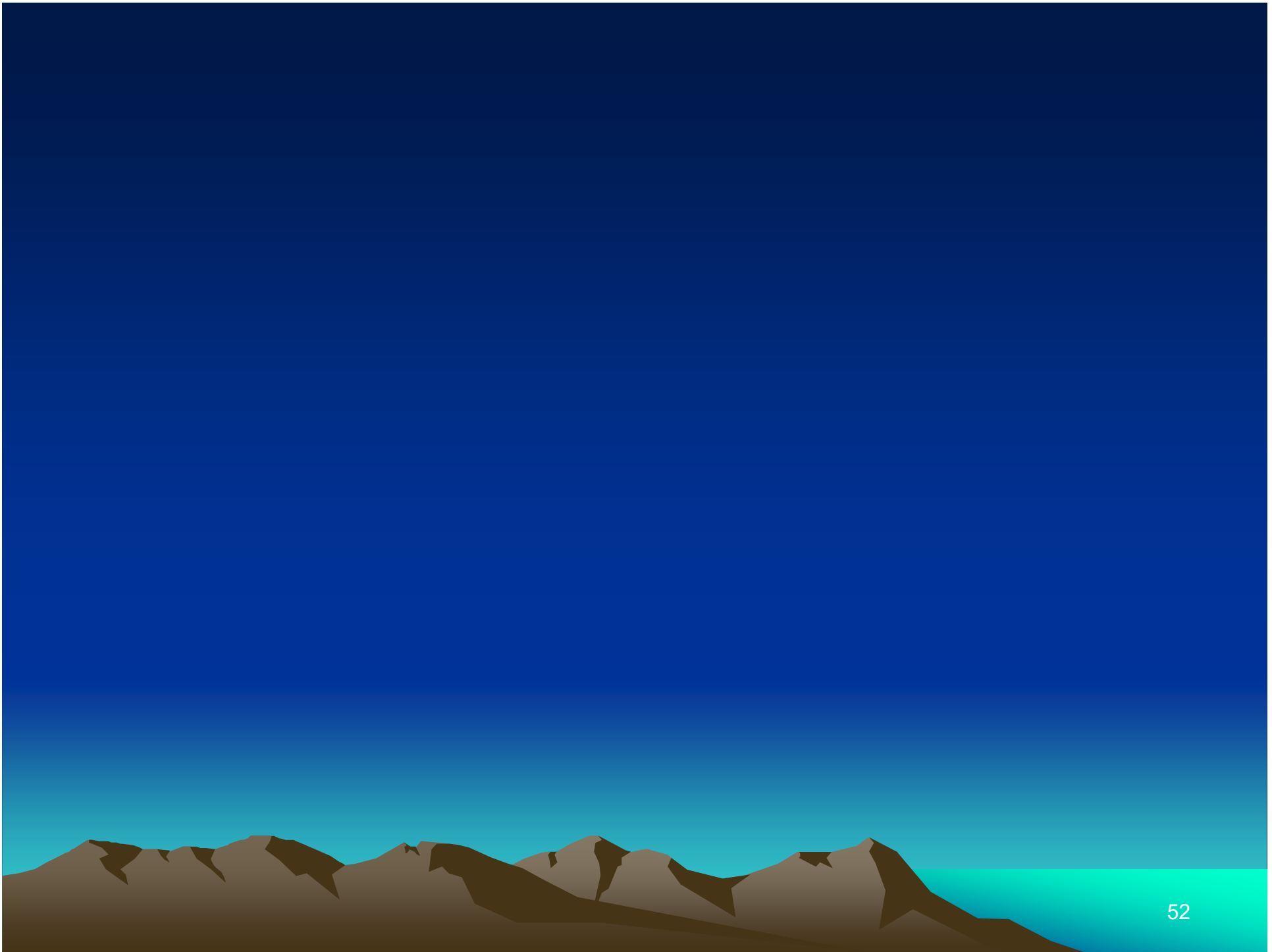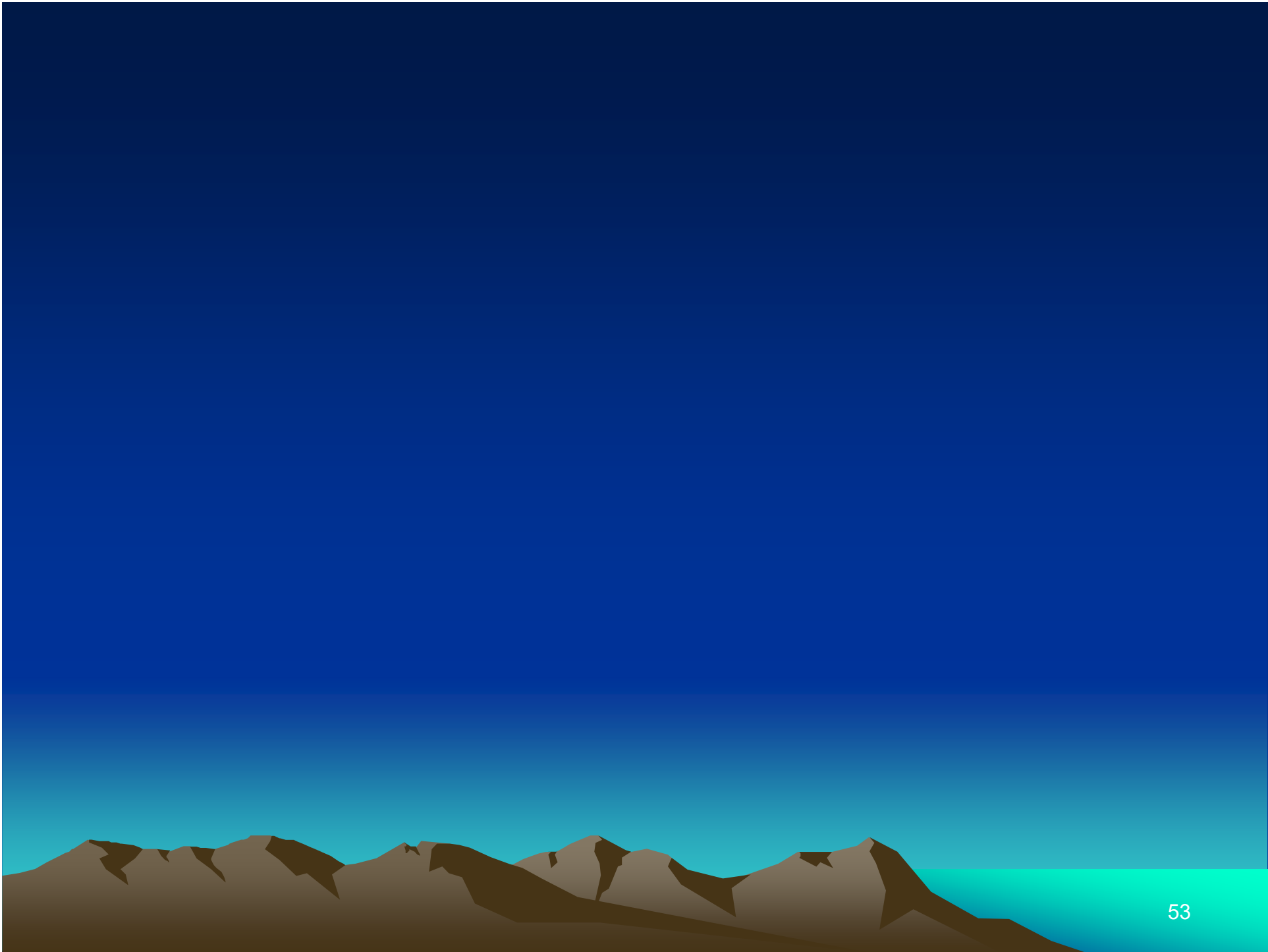
# From competence to effectiveness

# Effectiveness Evaluations

Context
1. Legislation

Planning
2. Planning
3. Reserve Design
4. Resource Inventory
5. Monitoring systems
6. Protected Area Boundary
7. Staff
8. Budget

# Effectiveness Evaluations

**Processes**

9. Law Enforcement
10. Local communities
11. Neighbours
12. Communication
13. Visitor Facilities
14. Visitor Opportunities
15. Commercial tourism

16. Maintenance
17. Management Systems
18. Management interventions
19. Control of land uses and activities
20. Educational role

# Effectiveness Evaluations

**Outputs**

21. Achievement of work plan and objective
22. Economic benefits to local communities
23. Sustainable production
24. Control over access and use of the protected area
25. Regional and national development
26. Condition assessment

# FINALLY

# IF YOU ARE FEELING LIKE THIS

# PLEASE TELL US ABOUT IT!

AND SOMEONE WILL HELP YOU!