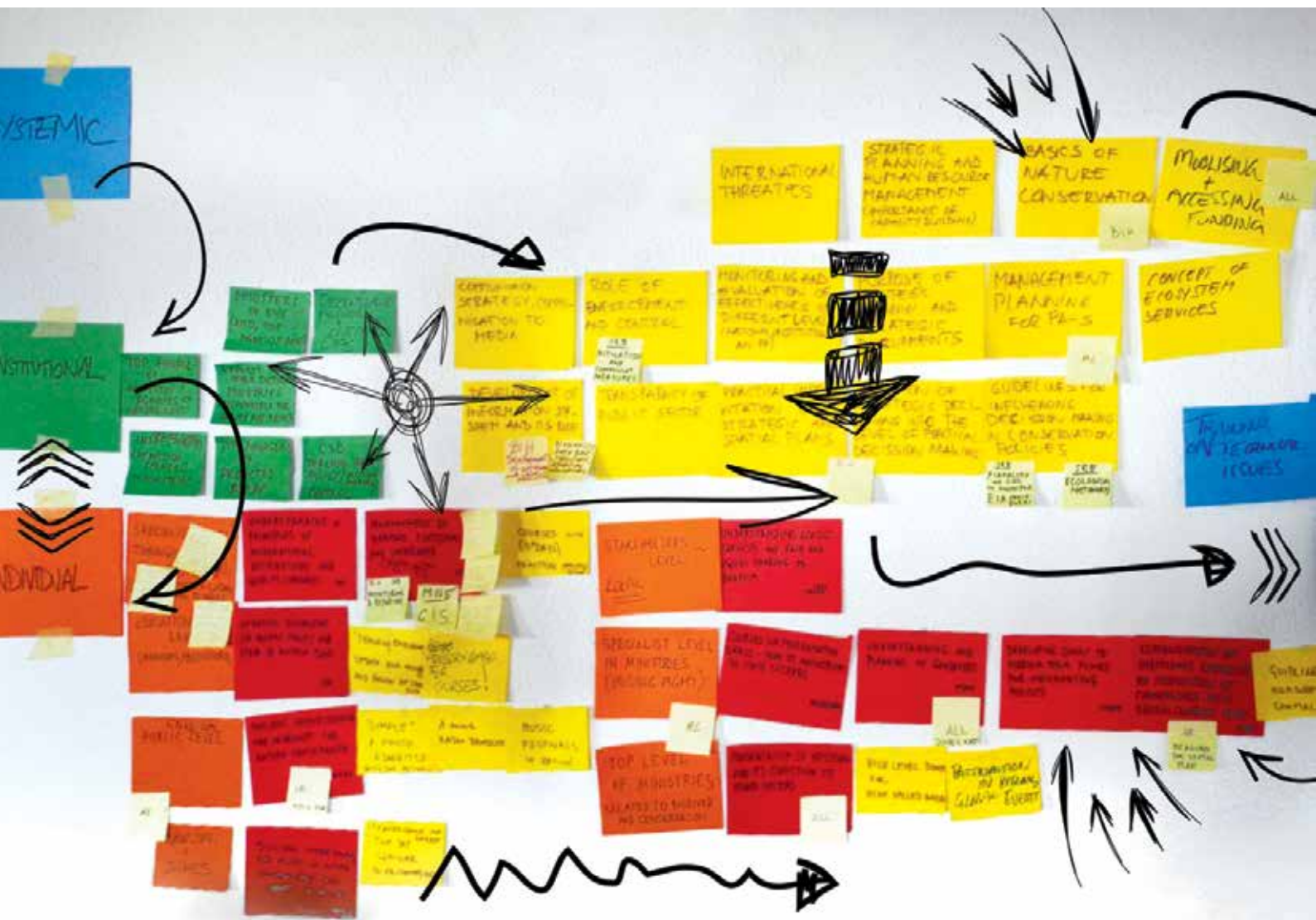


# Towards Strengthened Conservation Planning in South-Eastern Europe

Capacity Development Needs and Priorities for Nature Conservation in South-Eastern Europe

Michael R. Appleton





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For the purpose of this publication, the name Macedonia was used to refer to the former Yugoslav Republic of Macedonia.

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## Abbreviations used in the text

AIS	Alien invasive species
ALB	Albania
BfN	Bundesamt für Naturschutz (The German Federal Agency for Nature Conservation)
BIH	Bosnia and Herzegovina
CBD	Convention on Biological Diversity
CCF	Cambridge Conservation Forum
CD	Capacity development
CSO	Civil society organisation
EIA	Environmental impact assessment
EU	European Union
GEF	Global Environment Facility
GiZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German International Cooperation)
CRO	Croatia
IUCN	International Union for the Conservation of Nature
MK	Macedonia
MNE	Montenegro
MSY	Maximum sustainable yield
PA	Protected area
SEE	South-Eastern Europe
SINP	State Institute for Nature Protection (Croatia)
SRB	Serbia
SVN	Slovenia
TEEB	The economics of Ecosystems and Biodiversity
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WCMC	World Conservation Monitoring Centre
WCPA	World Commission on Protected Areas

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1

# Introduction and summary

# 1 Introduction and summary

This report is a contribution to the IUCN project '*Towards Strengthened Conservation Planning in South-Eastern Europe*' supported by the MAVA Foundation. The project aims to support national conservation planning systems and implementation processes by assessing the state of nature conservation planning in each of its target countries, and by establishing a regional platform for nature conservation planning and implementation, with a view to defining and implementing regional and national conservation priorities in a complementary way. By supporting the implementation of priority actions at the national and regional level, this project will address some critical gaps in nature conservation in the region. The implementation of priorities will be supported by a capacity building programme aimed at strengthening capacities for system level planning and identifying priority topics for capacity development, based on extensive consultations with project partners. Four trainings based on this programme will be implemented through the project.

The report is based on the results of a range of activities organised by the project.

- National assessments on the state of nature conservation systems conducted at the request of the project during 2014.
- A questionnaire about capacity development needs circulated to participating country representatives in 2014.
- A workshop on capacity development needs held in Ulcinj Montenegro on 17-18 September 2014 and attended by representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro and Serbia. Slovenia and Macedonia were not represented.
- A questionnaire about preferences for a study tour circulated to project participants in February 2014.
- Various discussions with staff at the IUCN regional office in Belgrade.
- A project report on the State of Nature Conservation Systems in South-Eastern Europe.
- Responses to a discussion paper on capacity priorities presented at a project meeting in Shkodra, Albania on 18 March 2015.
- Work on other relevant projects in the region by the author.

The report provides a general background to the topic of capacity development and defines what was agreed in the region as the elements of a national system of nature conservation. It presents and analyses the results of the various questionnaires and consultations that were conducted through the project in relation to this assignment and other aspects of the project.

On the basis of these results, 31 recommendations are made in four main groups for future priorities in capacity development for the countries of the region. These are as follows.

## A. General recommendations

- ACTION A1. IUCN ECARO should prepare and make use of clear informative materials that clarify what is meant by capacity development.
- ACTION A2. Individual countries and entities should be supported to develop their own internal capacity development programmes, which complement the current regional programme focusing on common issues.
- ACTION A3. Capacity development providers should pay particular attention to who is invited to, nominated for and participates in programmes and events.
- ACTION A4. Provide information to help ensure that the region has access to, and participates in opportunities and initiatives for capacity development.
- ACTION A5. Work with donors and projects to ensure that capacity development programmes reflect the priorities identified in this report and in national capacity development needs assessments and plans.
- ACTION A6. Cross reference capacity development activities conducted in the region to the Aichi and EU targets.

## B. Priority topics for capacity development

### **National biodiversity assessments, including Identification of priority species and areas for conservation**

- ACTION B1. Develop a specialist training course on strategic planning at the national level for biodiversity and nature conservation, combining practical and technical guidance with relevant case studies.
- ACTION B2. Identify and disseminate information about regional best practice examples of biodiversity assessments.
- ACTION B3. Develop a project for inclusion of the region in testing and implementing the Key Biodiversity Area approach and methodology.
- ACTION B4. Include in any planned study tour to Western Europe visits to agencies responsible for national recording and strategic planning for nature conservation.

### **Identification and management of Natura 2000 sites**

- ACTION B5. Develop a specialist regional training course combining practical and technical guidance with relevant case studies on establishment and management of Natura 2000 sites.
- ACTION B6. Ensure dissemination of EU guidance on Natura 2000 system establishment and management and on development of Natura 2000 management plans.
- ACTION B7. Where necessary work with national agencies to adapt current protected area legislation to meet the requirements of managing Natura 2000 systems outside the national protected area network,
- ACTION B8. Include in a study tour visits to agencies, which are responsible the national Natura 2000 system and which are responsible for the management of particular sites, especially those that do not overlap with national protected areas.

### **Values of biodiversity and ecosystem services**

- ACTION B9. Develop and organise a set of training and capacity development activities for senior and technical staff linked to the Economics of Ecosystems and Biodiversity (TEEB) programme.

### **Managing and using biodiversity information (monitoring and reporting)**

- ACTION B10. Contact UNEP-WCMC to develop a programme of support for the region on biodiversity data management.
- ACTION B11. Include in a study tour a visit to WCMC and to the UK National Biodiversity Network

**Mainstreaming of biodiversity into other sectors**

- ACTION B12. Develop and deliver a regional training seminar on the main principles and practices of sectoral mainstreaming, using specific examples from the region and making use of the CBD learning resources.
- ACTION B13. Organise a regional training course for senior staff on Environmental Impact Assessments.
- ACTION B14. Include in a study tour a visit to a national biodiversity agency that has had success in sectoral mainstreaming.
- ACTION B15. Encourage and support national governments and environment ministries to engage in regional initiatives that promote green growth and sustainability.

**Institutional organisation and effectiveness.**

- ACTION B16. Provide support for EU candidate and potential candidate states in the approximation of EU environmental legislation and developing the required organisational capacities.
- ACTION B17. Support and disseminate the results of regional initiatives for institutional strengthening (in particular from Croatia and Albania).
- ACTION B18. Engage with the Earth Skills Network to provide support and mentoring for modernisation of organisational planning and management practices.

**Strengthening national and regional education, learning and qualification frameworks**

- ACTION B19. Engage in IUCN-WCPA led European initiatives for the professionalization of protected area management, biodiversity and nature conservation, registration of environmental occupations and development of occupational standards.
- ACTION B20. Seek resources for development of a regional high-level curriculum for nature conservation and biodiversity management, which could be adapted and delivered by educational institutions in the various countries of the region.

**C. Development of diverse learning approaches**

- ACTION C1. Establish regional communities of practice on key elements of nature conservation planning and management.
- ACTION C2. Establish systems for professional mentoring of conservation personnel.
- ACTION C3. Encourage engagement of regional personnel in capacity development initiatives of the WCPA and other IUCN Commissions

**D. Development of a study tour**

- ACTION D1. Organise a study tour on the topic 'Systematic identification of conservation priorities and management of biodiversity data'.
- ACTION D2. Organise a study tour on the topic 'Application of nature conservation measures at the national level'.

2

What is meant  
by capacity  
development?

## 2 What is meant by capacity development?

The terms ‘capacity’ and ‘capacity development’ are widely misunderstood, most frequently because they are equated solely with training. It is important therefore to define what is meant by these terms.

GIZ, the German agency for international cooperation defines capacity development as ‘*the process of strengthening the abilities of individuals, organizations and societies to make effective use of the resources, in order to achieve their own goals on a sustainable basis.*’ This definition recognises that capacity can be developed at three distinct, but related levels:

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

At all three levels, some aspects of capacity are quite tangible or easier to identify, such as individual skills, organisational infrastructure, or laws and regulations. Others are less tangible, such as leadership and critical thinking, creativity, working with other people, personal motivation and willingness to support protected areas, institutional cultures, or ‘political will.’

This report concerns itself mainly with the individual and related organisational aspects of capacity development, as a review of the societal capacities required for biodiversity conservation would require a much wider project.

### 2.1 Building individual capacity

There is a widespread assumption that this is achieved primarily through training. However there is considerable evidence that this is not the case, and it is widely considered that the term ‘learning’ is much more appropriate than training, as it focuses on the growth of individual rather than the transfer of skills and knowledge. In fact people learn in many different ways, of which training is only one. A useful framework for understanding this is the 70-20-10 Framework<sup>1</sup>, which suggests that on average

- 70% of learning occurs through experience in the workplace and during job-related tasks.
- 20% of learning comes from social interactions, such as supporting and discussing situations and issues with others.
- 10% of learning occurs from formal training and development activities.

Table 1 shows some of the ways in which individuals apply in these three main types of learning

The 70:20:10 model does not suggest that there is no place for training; formal learning can provide a vital foundation for required skills, knowledge and behaviours. However, training alone will not ensure that what is learned formally is translated into improved performance and more effective organisations.

### 2.2 Building organisational capacity

Organisations are of course made up of individuals, and building individual capacity should have a positive impact on organisational capacity. However, the effectiveness of individuals is to a major extent dependent on sound organisational capacity. Figure 1 shows a useful overview of the main elements of organisational capacity. If an organisation does not have these elements in place and

<sup>1</sup> Jennings, Charles (2013) *70:20:10 Framework Explained: Creating High Performance Cultures*. 70:20:10 Forum Pty, Limited

**Table 1 Examples of possible methods of learning**

Experiential Learning (70%)		
<ul style="list-style-type: none"> <li>Identifying opportunities to apply new learning and skills in real situations.</li> <li>Allocating new work within an existing role.</li> <li>Increasing range of responsibilities.</li> <li>Identifying opportunities to reflect and learn from projects.</li> <li>Allocating assignments focused on new initiatives.</li> <li>Providing the chance to work as a member of a small team.</li> </ul>	<ul style="list-style-type: none"> <li>Providing leadership opportunities and increased decision making authority.</li> <li>Providing challenging assignments.</li> <li>Job swaps and secondments.</li> <li>Arranging assignments to provide cross-divisional or cross-regional experience.</li> <li>Providing opportunities to carry out day-to-day research.</li> <li>Providing opportunities to develop a specific expertise niche.</li> </ul>	<ul style="list-style-type: none"> <li>Allocating assignments to provide new product experience.</li> <li>Rotational assignments to explore different context.</li> <li>Placement with other sections within the organisation.</li> <li>Attachment to visiting research teams.</li> <li>Greater involvement with planning and budgeting activities.</li> <li>Exchanges with other organisation.</li> <li>Cross-functional assignments.</li> </ul>
Social learning (20%)		
<ul style="list-style-type: none"> <li>Encouraging the use of colleague feedback to try a new approach to an old problem.</li> <li>Establishing a culture of coaching from manager/colleagues/others.</li> <li>Seeking advice, asking opinions, sounding out ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in formal and informal mentoring.</li> <li>Embedding informal feedback and work debriefs.</li> <li>Encouraging learning through team work.</li> <li>Target building strong internal and external networks.</li> </ul>	<ul style="list-style-type: none"> <li>Building a culture of learning through teams/networks.</li> <li>Supporting professional and industry association membership and external networking.</li> <li>Encouraging facilitated group discussion as a standard practice.</li> </ul>
Formal learning (10%)		
<ul style="list-style-type: none"> <li>Courses, workshops, seminars.</li> <li>Classroom sessions.</li> <li>Online training or eLearning.</li> </ul>	<ul style="list-style-type: none"> <li>Professional qualifications/ accreditation.</li> <li>Certificates.</li> </ul>	<ul style="list-style-type: none"> <li>Formal education, e.g. University, Business School</li> <li>Degree programs</li> <li>Inductions and in-house training</li> </ul>

Source: Glenn Ricci

**Figure 1 Main elements of organisational capacity**



Source. Venture Philanthropy Partners (2001). *Effective capacity building in non-profit organizations*. [http://www.vppartners.org/sites/default/files/reports/full\\_rpt.pdf](http://www.vppartners.org/sites/default/files/reports/full_rpt.pdf)

lacks an 'institutional culture' that enables individuals to develop and progress and contribute their capacities, it is likely to be both inefficient and ineffective. Most of the elements of experiential and social learning shown in Table 1 depend on having an organisation that recognises their value and that enables and encourages them. Investment in formal training can lose much of its value if trainees are not able to practice, apply and share what they have learned, and if their increased capacity is not recognised and rewarded.

## 2.3 Building societal capacity

Societal capacity (the term 'enabling environment' is often used) comprises the broad social system within which people and organizations function. It includes all the rules, laws, policies, types of governance, power relations, values, social norms and public attitudes that govern civic engagement<sup>2</sup>. This aspect is often overlooked in capacity development programmes, but can have a significant influence on the ability of individuals and organisations to develop their capacity and transform. While most capacity development programmes do not have the scope or resources to bring about profound changes in societal capacity, none the less they should consider what aspects of societal capacity may affect the development of individual and organisational capacities and what can be done within the scope of projects to influence change. South Eastern Europe is undergoing major changes in societal capacities at present, as a result of on-going political changes in the region and of the growing influence of the European Union and its associated legislation, values and policies.

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<sup>2</sup> Adapted from Capacity Development: a UNDP Primer (2009.) [http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/capacity-development-a-undp-primer/CDG\\_PrimerReport\\_final\\_web.pdf](http://www.undp.org/content/dam/aplaws/publication/en/publications/capacity-development/capacity-development-a-undp-primer/CDG_PrimerReport_final_web.pdf)



3

What is meant by  
'A nature conservation  
system'?

### 3 What is meant by 'A nature conservation system'?

The project has been established to focus on national level nature conservation issues, rather than on specific management issues for protected areas. As a starting point therefore, it is necessary to determine what is meant by 'nature conservation' (see Box 1)

#### Box 1 Nature and biodiversity

**Biodiversity** is defined within the Convention on Biological Diversity as '*the variability among living organisms from all sources including, inter alia, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part; this includes diversity within species, between species and of ecosystems*'. Biodiversity is normally considered to include species diversity, ecosystem diversity and genetic diversity. The term is however increasingly used to cover much wider aspects of the natural world including the interrelations between the elements of biodiversity.

Nature can most simply be defined as that which is not made by people. It therefore includes, biodiversity, physical environment (soils, geology, water, air) and natural phenomena such as weather and tectonic events. More widely 'nature' can also relate to human perceptions of the natural environment and values that people attach to it; this means that the term 'nature conservation' can mean different things to different people.

In the context of this document, for the purpose of clarity nature conservation is defined as 'the protection and wise use of biodiversity and natural resources'.

In order to start the discussion on what comprises nature conservation in the region, the author prepared a provisional proposal for what could be considered as the main elements of an effective national system for nature conservation. Country representatives and participants at the workshop in Montenegro in September 2014 were given the opportunity to comment on and improve on this proposal. A redrafted version was considered by the meeting in Albania on 18<sup>th</sup> March 2015, resulting in a final agreed version, which is shown in Table 2 below. This framework is used as the basis for the capacity development proposals in subsequent sections of this report.

**Table 2 Main elements of a national system for nature conservation identified by workshop participants**

A. Development of policies, strategies and other central measures
<ul style="list-style-type: none"> <li>• Establishment of comprehensive national legislation to guide and regulate nature conservation.</li> <li>• Recognition and adoption of relevant international conventions, agreements and laws.</li> <li>• Designation of official authorities with clear responsibilities and authority for all aspects of nature conservation.</li> <li>• Mainstreaming of biodiversity and nature conservation into natural resource use sectors and sectoral policies (e.g. agriculture, forestry, extractive industries).</li> <li>• Preparing comprehensive national assessments of the extent, range and status of ecosystems, habitats and species.</li> <li>• Development of national priorities, policies, strategies and plans for nature conservation (e.g. PA system plan, AIS plan, Red Lists, Species Action Plans etc.).</li> <li>• Integration of nature conservation into spatial/ land use/ development planning.</li> <li>• Establishment of adequate individual capacities (skills and knowledge) for implementing nature conservation measures.</li> <li>• Establishment of good governance and participation in nature conservation.</li> </ul>

- Establishment of fair and equitable sharing of the benefits arising out of the utilization of biodiversity and natural resources.
- Gathering and management of information relevant to nature conservation (research/knowledge management, GIS etc.).
- Establishment of quality standards and systems of certification (e.g. Europarc European Charter for Sustainable Tourism, Council of Europe Diploma, IUCN Green List etc.).
- Developing and updating short to medium term plans for implementing policies for nature conservation.
- Establishing systems to monitor threats and the impact of management measures, linked to reporting systems and adaptive management.
- Providing adequate funds, equipment, investments and other material support for nature conservation.
- Identification, protection and suitable management of species, habitats and species of conservation concern.
- Regulation and control of pollution.
- Demonstrating the value of biodiversity and natural resources through assessment and valuation of ecosystem services.

#### **B. Applied biodiversity and nature conservation (practical measures)**

- Establishment and management of protected areas.
- Protection and suitable management of habitats, ecosystems and landscapes (beyond protected areas).
- Protection and management of species of conservation concern (rare, endangered, endemic, restricted range, migratory etc.).
- Management of alien invasive species.
- Management and protection of geological diversity.
- Ensuring enforcement of and compliance with laws for nature conservation.
- Sustainable management of the use and exploitation of biodiversity and natural resources.
- Promoting and enabling nature based public access and enjoyment (tourism and recreation).
- Building understanding and awareness about and support for nature conservation.
- Developing and maintaining partnerships and cooperation with other organisations (public, civil society, NGOs).
- Integrating cultural heritage conservation into nature conservation.
- Scientific monitoring.



4

Summary of recent  
relevant capacity  
assessments conducted  
in the region

## 4 Summary of recent relevant capacity assessments conducted in the region

The following sections summarise the results of assessments of capacity needs conducted under the project.

### 4.1 Capacity scorecard

The UNDP Protected Area Capacity Scorecard was modified by the author to encompass all aspects of biodiversity management at the national level and was completed by delegates from the countries and entities represented at the workshop in Ulcinj, Montenegro in September 2014. The full scorecard questionnaire is included in Annexe 1 and the summary results are shown in Table 3. When reviewing results it should be taken into consideration that the assessments were the opinions of the individuals at the workshops, and not official or definitive assessments. Nonetheless, the results provide a useful indication of the overall capacity situation. Overall capacity scores were quite weak, with none greater than 60%. The countries assessed fall into two main groups:

- Croatia, Albania and Serbia, where overall capacity is moderate,
- Montenegro and Bosnia and Herzegovina where overall capacity is significantly weak.

There are marked differences in the scores for systemic institutional and individual capacities in the countries. In Croatia, Albania and Montenegro, individual capacity is by far the strongest, while in Bosnia and Herzegovina it is the weakest.

**Table 3 Results of the capacity scorecard assessment for conservation**

Albania	Score as % of maximum			TOTAL
	Systemic	Institutional	Individual	
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	67%	67%		67%
2. Capacity to implement policies, legislation, strategies and programmes	56%	52%	83%	60%
3. Capacity to engage and build consensus among all stakeholders	50%	67%	33%	53%
4. Capacity to mobilize information and knowledge	33%	67%	33%	44%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	67%	50%	33%	53%
<b>Total</b>	<b>57%</b>	<b>56%</b>	<b>62%</b>	<b>57%</b>
Bosnia and Herzegovina	Score as % of maximum			TOTAL
	Systemic	Institutional	Individual	
Federation of Bosnia and Herzegovina				
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	50%	33%		44%
2. Capacity to implement policies, legislation, strategies and programmes	44%	30%	25%	31%
3. Capacity to engage and build consensus among all stakeholders	33%	0%	33%	20%
4. Capacity to mobilize information and knowledge	33%	67%	33%	44%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	50%	17%	0%	27%
<b>Total</b>	<b>43%</b>	<b>27%</b>	<b>24%</b>	<b>31%</b>

Bosnia and Herzegovina	Score as % of maximum			TOTAL
Republika Srpska	Systemic	Institutional	Individual	
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	50%	67%		56%
2. Capacity to implement policies, legislation, strategies and programmes	11%	26%	25%	23%
3. Capacity to engage and build consensus among all stakeholders	33%	33%	33%	33%
4. Capacity to mobilize information and knowledge	67%	67%	33%	56%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	50%	17%	33%	33%
<b>Total</b>	<b>37%</b>	<b>31%</b>	<b>29%</b>	<b>32%</b>
Serbia	Score as % of maximum			TOTAL
	Systemic	Institutional	Individual	
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	67%	67%		67%
2. Capacity to implement policies, legislation, strategies and programmes	67%	48%	42%	50%
3. Capacity to engage and build consensus among all stakeholders	33%	50%	67%	47%
4. Capacity to mobilize information and knowledge: Technical skills related specifically to the requirements of relevant Conventions	67%	33%	67%	56%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	33%	17%	0%	20%
<b>Total</b>	<b>53%</b>	<b>44%</b>	<b>43%</b>	<b>47%</b>
Montenegro	Score as % of maximum			TOTAL
	Systemic	Institutional	Individual	
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	17%	33%		22%
2. Capacity to implement policies, legislation, strategies and programmes	22%	37%	42%	35%
3. Capacity to engage and build consensus among all stakeholders	17%	33%	33%	27%
4. Capacity to mobilize information and knowledge	33%	33%	33%	33%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	50%	17%	33%	33%
<b>Total</b>	<b>27%</b>	<b>33%</b>	<b>38%</b>	<b>32%</b>
Croatia	Score as % of maximum			TOTAL
	Systemic	Institutional	Individual	
1. Capacity to conceptualize and formulate policies, legislations, strategies and programme	50%	100%		67%
2. Capacity to implement policies, legislation, strategies and programmes	67%	44%	50%	50%
3. Capacity to engage and build consensus among all stakeholders	33%	33%	67%	40%
4. Capacity to mobilize information and knowledge	67%	67%	100%	78%
5. Capacity to monitor, evaluate and report and learn at the sector and project levels	33%	17%	100%	40%
<b>Total</b>	<b>50%</b>	<b>44%</b>	<b>67%</b>	<b>51%</b>

## 4.2 Assessment of current capacity for nature conservation

A set of questionnaires was distributed in early 2014 to all participating countries and entities, asking them to rate their current capacity in each of the main elements of nature conservation that had been identified. In all cases respondents were asked to assess current capacity on a 4 point scale as follows.

3. This element of nature conservation is being very well implemented
2. This element of nature conservation is being quite well implemented, but there are some important gaps.
1. This element of nature conservation is overall being inadequately implemented.
0. This element of nature conservation is not at all or minimally addressed.

The results were reviewed at the Ulcinj workshop in September 2014 and tables were prepared showing the scores for each country and entity, the overall average score and the overall regional ranking (where 1 is ranked as the highest capacity need).

### 4.2.1 Assessment results: policy/legal administrative instruments for nature conservation

The five weakest areas at the policy level are

- Access and benefit sharing (possibly, because the topic is poorly understood).
- Monitoring and reporting.
- Financing and resourcing.
- Research and knowledge management.
- Sectoral mainstreaming.

It should be noted, however that there are significant differences in the responses between the countries.

**Table 4 Results of the assessments for current capacity relating to policy, legal and administrative instruments for nature conservation**

POLICY/LEGAL ADMINISTRATIVE INSTRUMENT	SVN	MNE	ALB	SRB	CRO	BIH Federation	BIH Republika Srpska	MK	AVERAGE SCORE	RANK BY NEED (1 = most need)
i. Recognition and adoption of relevant international conventions, agreements & laws	3	3	3	3	3	3	2	2	2.75	13
ii. Establishment of comprehensive national legislation to guide and regulate conservation	3	2	3	3	3	3	1	2	2.50	12
iii. Development of national policies, strategies and plans for conservation	2	1	3	1	3	1	1	2	1.75	7
iv. Designation of official authorities with clear responsibilities and authority for nature conservation	3	2	2	2	2	1	1	1	1.75	10
v. Sectoral Mainstreaming. Integration of nature conservation in sectors that use natural resources.	2	1	2	0	2	0	1	1	1.13	4
vi. Spatial/land use/development planning. Integration of conservation into national or regional level plans.	3	2	2	2	2	3	2	1	2.13	11
vii. Establishment of adequate individual capacities for implementing nature conservation measures	2	2	2	1	2	2	1	2	1.75	7



viii. Establishment of <b>good governance and participation</b>	2	2	2	1	1	2	2	2	1.75	7
ix. Establishment of <b>fair and equitable sharing of the benefits</b> from utilization of biodiversity	1	1	1	0	0	2	1	1	0.88	1
x. <b>Research and knowledge management.</b> Gathering and management of relevant information	2	1	1	1	1	0	2	2	1.25	4
xi. <b>Developing and updating short to medium term plans</b> for implementing policies	2	1	2	1	2	1	1	2	1.50	6
xii. <b>Monitoring and reporting.</b> Establishing systems for monitoring threats and the impact of management measures, linked to reporting systems	1	1	2	0	2	1	0	1	1.00	2
xiii. <b>Financing and resources,</b> Providing adequate funds, equipment, investments and other support.	1	1	1	1	2	0	1	1	1.00	2

#### 4.2.2 Assessment results: applied management measures for nature conservation

In the area of applied management, the weakest areas are:

- Management of alien invasive species
- Identification, protection and management of habitats, ecosystems and landscapes
- Identification protection and management of species of conservation concern
- Awareness building.

The strongest areas are law enforcement, tourism and recreation. There are also significant differences between the results from the countries.

**Table 5 Results and ranking of the assessments for current capacity relating to applied management measures for nature conservation**

APPLIED MANAGEMENT MEASURE	SVN	MNE	ALB	SRB	CRO	BIH Federation	BIH Republika Srpska	MK	AVERAGE SCORE	RANK BY NEED (1 = most need)
A. Identification, protection and suitable management of native species of conservation concern.	2	1	2	1	3	1	1	1	1.50	3
B. Management of alien invasive species (AIS)	1	1	1	0.5	1	1	0	0	0.69	1
C. Establishment and management of protected areas	3	2	2	2	3	3	1	2	2.25	8
D. Identification, protection and suitable management of habitats, ecosystems and landscapes (beyond PAs)	2		2	1	2	1	1	1	1.25	2
E. Ensuring enforcement of and compliance with laws for nature conservation	2	2	1	1.5	3	3	2	2	2.06	6
F. Sustainable management of the use and exploitation of nature and natural resources	2		2	1.5	2	2	1	2	1.56	5
G. Promoting and enabling public access and enjoyment (tourism and recreation)	3	2	2	2	2	3	1	2	2.13	7
H. Building understanding and awareness about and support for nature conservation	2	1	2	2	2	1	1	1	1.50	3

### 4.3 Most appropriate learning methods

Respondents were asked to rank from 1 (best) to 10 (worst) a list of ten learning methods for building capacity on policy, legal and administrative instruments for nature conservation and for applied aspects of nature conservation. The results are shown in the next two sections.

#### 4.3.1 Results: policy/legal administrative instruments for nature conservation (see annexe 4)

The collated results are shown in Table 6. Exchanges and learning visits, professional mentoring and participation in events are the three highest ranked methods at the policy level. Short-term training courses at the national level are the lowest ranked. It is noteworthy that online study is ranked quite highly overall.

**Table 6 Ranked learning methods for policy, legal and administrative instruments for nature conservation**

RANKING FOR POLICY/LEGAL/ ADMINISTRATIVE INSTRUMENTS FOR NATURE CONSERVATION	SVN	MNE	ALB	SRB 1	SRB 2	CRO	BIH Fed eration	BIH Republika Srpska	MK	Overall Ranking 1 = best 10 = worst
1. Informal learning in the workplace with more experienced colleagues	4	7	3	5	2	10	7	10	4	10
2. Local on-site short training courses	1	5	7	7	2	8	10	3	4	7
3. National short training courses	3	8	7	9	2	7	8	7	4	9
4. Medium term part time training/ learning programmes	9	2	5	7	3	5	8	1	4	5
5. Full time academic study	10	6	5	5	1	4	1	7	1	5
6. Informal self-directed learning using internet, books	8	10	4	4	5	9	1	7	4	8
7. Formal individual distance learning (online courses etc.)	7	9	5		4	3	1	3	4	4
8. Exchanges and learning visits	2	3	1	1	2	2	5	3	2	1
9. Participation/observation at events, conferences, decision making processes	5	4	3	1	3	1	5	1	2	2
10. Professional mentoring. Assigning a senior mentor to support the professional development of individuals	6	1	2	1	4	6	1	3	4	2

#### 4.3.2 Results: applied management measures for nature conservation (see annexe 4)

The results are shown in Table 7. The highest ranked method is full-time academic study, indicating a widespread belief that pre-entry or in service degree level education is a very important part of applied conservation management. Professional mentoring and exchanges and learning visits are also highly ranked, although there are very significant differences between the responses of the countries.

**Table 7 Ranked learning methods for applied nature conservation**

RANKING FOR APPLIED MEASURES FOR CONSERVATION	SVN	MNE	ALB	SRB 1	SRB 2	CRO	BIH Federation	BIH Republika Srpska	MK	Overall Ranking
1. Informal learning in the workplace with more experienced colleagues	3	5	5	10	6	2	2	7	10	7
2. Local on-site short training courses	1	3	3	8	8	1	3	10	3	4
3. National short training courses	4	6	6	8	6	2	1	8	6	6
4. Medium term part time training/ learning programmes	9	7	7	4	5	4	5	8	1	7
5. Full time academic study	10	1	1	1	1	1	7	1	3	1
6. Informal self-directed learning using internet, books.	8	10	10	4	1	5	9	1	6	10
7. Formal individual distance learning (online courses etc.)	7	9	9	4	9	6	4	1	3	9
8. Exchanges and learning visits	2	4	4	1	1	2	6	5	6	3
9. Participation/observation at events, conferences, decision making processes	5	8	8	4	1	3	10	5	1	5
10. Professional mentoring. Assigning a senior mentor to support the professional development of individuals	5	2	2	1	1	2	8	1	6	1

#### 4.4 Capacity matrix for the region

In order to combine the assessments of potential focal groups for capacity development, capacity needs, and preferred learning methods, a capacity development matrix was developed at the Ulcinj workshop in 2014. This is shown in Table 8 and comprises four main columns

1. Type of capacity: Institutional, Individual, Systemic (not considered in this assessment)
2. Target groups for capacity development
3. Main priorities for capacity development for target groups
4. Recommended methods for capacity development

**Table 8 Capacity development matrix for the region**

TYPE OF CAPACITY	FOCAL INSTITUTIONS FOR CAPACITY DEVELOPMENT	MAIN PRIORITIES FOR CAPACITY DEVELOPMENT FOR INSTITUTIONS	RECOMMENDED TECHNIQUES FOR CAPACITY DEVELOPMENT OF INSTITUTIONS
INSTITUTIONAL CAPACITY	<ul style="list-style-type: none"> <li>• Top echelons of institutes/ agencies of nature conservation.</li> <li>• Inspectorates in Ministries.</li> <li>• Top echelons of Ministries of Environment.</li> <li>• Top echelons of other sectoral Ministries responsible for natural resources.</li> <li>• Top management of protected areas.</li> <li>• Decentralised agencies and Local Public Authorities.</li> <li>• CSOs dealing with policy issues</li> </ul>	<ul style="list-style-type: none"> <li>• Improved implementation of international treaties and agreements.</li> <li>• Improved human resource management and capacity development for staff involved in nature conservation.</li> <li>• Improved approaches to strategic planning.</li> <li>• Improved transparency and accountability of decision making bodies.</li> <li>• Development of the concept of ecosystem services.</li> <li>• Development of strategies for communication and working with media.</li> <li>• Development of information management systems.</li> <li>• Improving transparency of the public sector.</li> <li>• Establishing procedures for monitoring and evaluation of effectiveness at different levels (national, institutional and PA).</li> <li>• Practical implementation of strategic and spatial plans.</li> <li>• Establishment of norms and for management planning of PAs and biodiversity.</li> <li>• Capacity of CSOs to monitor EIA during processes (SRB).</li> <li>• Establishment of effective and recognised national ecological networks</li> </ul>	<ul style="list-style-type: none"> <li>• Participation by senior personnel in events and high-level international discussions, round tables and intuitional exchanges in the region.</li> <li>• Up to date regional circulars on key issues related to international treaties and agreements.</li> <li>• Support for establishment of guidelines, norms and standards for key elements of nature conservation.</li> <li>• National/regional high-level initiatives on ecosystem services.</li> <li>• Support for development of up to date PA system plans and ecological networks for all countries, integrated with other sectoral plans.</li> <li>• Support for development of national systems of recording and managing biodiversity information.</li> <li>• Capacity development to improve the effectiveness of CSOs in influencing policies and decisions (in particular EIAs).</li> <li>• Improved access to training and capacity development for relevant personnel</li> </ul>
	FOCAL GROUPS FOR CAPACITY DEVELOPMENT	MAIN PRIORITIES FOR CAPACITY DEVELOPMENT FOR INDIVIDUALS	RECOMMENDED TECHNIQUES FOR CAPACITY DEVELOPMENT FOR INDIVIDUALS
INDIVIDUAL CAPACITY	Senior decision makers in Government and Ministries	<ul style="list-style-type: none"> <li>• Economic values of biodiversity to the economy and to all sectors.</li> <li>• Obligations and implementation of relevant treaties and agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations, seminars.</li> <li>• Participation in regional and global events</li> </ul>
	Specialists working throughout the nature conservation sector (authorities, agencies, local government, NGOs)	<ul style="list-style-type: none"> <li>• Understanding of principles of international designations, norms and standards for nature conservation.</li> <li>• Developing short to medium term plans for implementing policies.</li> <li>• Specific measures for management of species, habitats ecosystems and landscapes.</li> <li>• Integration of conservation into land use planning.</li> <li>• Mainstreaming of biodiversity issues into other sectors.</li> <li>• Funding for nature conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical training courses (various).</li> <li>• Development of guidelines on key topics.</li> <li>• Exchanges and study visits.</li> <li>• Guidelines of influencing decision making in public policies</li> </ul>

	Educational sector: lecturers, professors etc.	<ul style="list-style-type: none"> <li>• Updating knowledge of recent policies and on the state of nature conservation.</li> <li>• Improving provision of relevant courses and curricula accessible to in service and pre entry participants</li> </ul>	<ul style="list-style-type: none"> <li>• Technical updates to ensure teachers have latest information.</li> <li>• Sector participation in designing modular vocational courses.</li> <li>• Establishment of sector advisory boards for courses</li> </ul>
	Police, prosecutors and judges	<ul style="list-style-type: none"> <li>• Building understanding of the values of nature conservation and the threats to the values</li> </ul>	<ul style="list-style-type: none"> <li>• One day seminars in protected areas focusing on key issues</li> </ul>
	General public level	<ul style="list-style-type: none"> <li>• Building understanding and awareness of nature conservation.</li> <li>• Understanding the value of ecosystem services to the general public.</li> <li>• Understanding ways in which the benefits of biodiversity can be fairly and equitable shared</li> </ul>	<ul style="list-style-type: none"> <li>• Campaigns with simple messages.</li> <li>• Use of broadcast media including radio.</li> <li>• Use of social media</li> </ul>
<b>SYSTEMIC CAPACITY</b>	NOT ADDRESSED		

#### 4.4.1 Institutional capacity

The overall impression is that most of the countries lack an adequate institutional framework and associated capacities for effective nature conservation. Investment in developing individual capacity is likely to be much less effective without improved institutional capacity, and in several countries internal institutional problems are hampering effective nature conservation as much as lack of technical capacities among staff. These problems include regular reorganisations of institutions, personnel changes following political changes, and in some cases weak institutional cultures.

#### 4.4.2 Individual capacity

Priority capacity requirements range from quite technical needs (e.g. specific measures for management of species, habitats ecosystems and landscapes), to several topics concerning improving the integration of nature conservation into other sectors and across government policies. There is a widespread view that many senior and some middle ranking decision-makers still do not have an adequate understanding or appreciation of the importance of biodiversity, and that therefore nature conservation is not prioritised in terms of political support and financial investment.

### 4.5 Feedback from national reports on nature conservation systems

As part of the project a series of national reports were commissioned on the state of nature conservation systems and these were collated into a regional report synthesis report<sup>3</sup> The questionnaire which was used to generate the information for this report included on every open question on capacity development, which asks '*What are the essential training needs for the future?*' The detail and priorities of the responses vary quite widely across countries, making it hard to draw general conclusions from them. The responses from each country are summarised in Annexe 2, and are summarised in Table 9.

<sup>3</sup> Vasiljević, M., Pokrajac, S., Erg, B. (2015). State of Nature Conservation Systems in South-Eastern Europe. Gland, Switzerland and Belgrade, Serbia: IUCN Programme Office for South-Eastern Europe.

**Table 9 Main capacity needs for strengthening nature conservation in SEE countries from the regional synthesis report.**

Capacity need	ALB	BiH	CRO	MK	MNE	SRB	SVN
Data management (database development and maintenance, GIS)	✓	✓	✓	✓	✓	✓	✓
Communication skills and visitor management (raising public awareness, media relations, interpretation and marketing, determining carrying capacity)	✓	✓	✓		✓	✓	✓
Valuation of ecosystem services (and sustainable community development)		✓	✓	✓		✓	✓
Protected area management (including Natura 2000)	✓ Especially marine PAs, zoning; establishing effective PA administration.	✓		✓	✓ Developing management plans)	✓ (Developing management plans)	
Partnerships (in protected area management/ stakeholder participation, cross-sectoral cooperation, conflict resolution, compensatory measures)		✓	✓			✓	✓
Monitoring of biodiversity	✓	✓		✓	✓		
Conservation planning	✓ (Beyond PAs)	✓	✓ (Including strategic planning)	✓ (Natura 2000)			
Financing nature conservation (identifying funding sources, project management cycle including financial reporting).	✓		✓		✓		
Field ranger skills (first aid, navigation, search and rescue)			✓		✓		
Other			Law enforcement; Business organisation. Fundamental conservation biology.	Implementation of relevant EU policy	Methodology for Red List development		

## 4.6 Summary results of questionnaire on study tour

A questionnaire on study tour preferences was circulated in February 2015 to all project partners. 11 responses were received. The collated results are shown in Annexe 3. These can be summarised as follows.

### Q1. What factors do you consider make a study tour successful and useful?

The most commonly cited factors were

- Good planning and preparation (advance information, briefings, clearly defined topics and questions for each visit)
- Quality and relevance of the practices to be demonstrated by the host country and organisations.
- Availability of practical examples.
- Appropriateness and positive attitude of the participants
- Avoiding language difficulties
- Full (but not overfull) agenda.
- Time for discussion and reflection on visits and lessons learned during the tour.
- Opportunities to put what was learned into practice after the tour.
- Quality of transport, food and accommodation.

### Q2. What outcomes do you expect from a good study tour?

- The most common responses were
- Improved knowledge and skills.
- Networking and contacts
- Opportunities to share information with colleagues at home.
- Practical examples that can be translated into action at home.

### Q3. What three main topics do you think should be covered by a study tour?

The most commonly listed topics were:

1. Mainstreaming/sectoral integration.
2. Information management and monitoring.
3. Natura 2000.
4. Ecosystem services and valuation.
5. Policy, legislation and planning.

### Q4. What countries, organisations or locations that it would be useful to visit?

The preferred countries for study tours are divided between

- a) Long-membership EU Member States with established systems of nature conservation; and
- b) More recent Member States that are encountering similar conditions and challenges to the participating countries in SE Europe.

While the former may be able to provide more developed examples of good practice, the latter are seen by some as providing more comparable and realistic examples.

A range of specific locations and organisations were suggested, with a balance between national level biodiversity and/or protected area agencies and specific protected areas.





5

# Conclusions and recommendations

## 5 Conclusions and recommendations

### A. General conclusions and recommendations

These are general conclusions and recommendations for consideration by the IUCN ECARO Office when planning or advising on capacity development in the region.

*There is a need for improved understanding of what is meant by capacity development.*

Many participants in workshops and consultations during the project continue to think that capacity development relates entirely to individual capacity and is the same as training. For example, the feedback from one workshop states that *“this topic should be addressed through exchange of knowledge or study tour, not through capacity building”* (in fact, both exchange of knowledge and study tours are types of capacity building). The fact that this misapprehension persists, despite efforts to correct it, suggests that there is a primary need for capacity building about capacity building in the region.

**ACTION A1.** IUCN ECARO should prepare and make use of clear informative materials that clarify what is meant by capacity development.

The overview of the topic in Section 2 of this report could be used as a starting point. Materials could include a brief primer on the topic and a set of PowerPoint slides.

*While there are many common issues across the region, there are also significant differences between the capacities and needs of the participating countries and entities.*

The region cannot always be treated as a single homogeneous unit; while capacity development activities supported by the current project primarily address common issues, specific capacity development measures will be required to meet the specific needs of each country and entity.

**ACTION A2.** Individual countries and entities should be supported to develop their own internal capacity development programmes, which complement the current regional programme focusing on common issues.

An excellent example in the region is the capacity development strategy being developed by the State Institute for Nature Protection (SINP)<sup>4</sup> in Croatia. This has the potential to be a regional model for systematic and nationally led development of both individual and institutional capacities.

*Capacity development needs to reach the right people*

One of the challenges raised in the assessments relates to ensuring that the right people participate in capacity development events. Technical training courses aimed at junior and middle managers and technical staff should also ideally include their supervisors, who can support them to put what they learn into action. It often proves difficult to attract more senior decision makers, and respondents to the assessments have often mentioned that this group has particular needs for capacity development, especially where it relates to conservation policy. Even where senior decision makers do respond positively to invitations, they are often diverted by more pressing engagements and send more junior staff to represent them. It has also been noted that participants in study tours and international training events are not always those who would benefit most from or make best use of what is learned.

**ACTION A3.** Capacity development providers should pay particular attention to who is invited to, nominated for and participates in programmes and events.

<sup>4</sup> SINP is now a part of the Croatian Agency for Environment and Nature.

Special attention should be given to encouraging senior staff to participate in capacity development. Measures may include holding high level seminars (rather than training courses) and including capacity development sessions as components of high level meetings, conferences etc.

*The region needs to participate in and make best use of existing capacity development initiatives and resources*

A wide range of capacity development activities and opportunities relevant to the region are already available. These include higher education courses (some with accompanying scholarships), short training events, learning materials, online resources etc. However information about these is often hard to find and many of the materials are only available in English. The Europarc Federation is currently planning a capacity development section on its website where opportunities and resources will be made available. The World Commission on Protected Areas is planning a major initiative on capacity development and there will be opportunities for the region to participate in, and benefit from this.

ACTION A4. Provide information to help ensure that the region has access to, and participates in opportunities and initiatives for capacity development.

*Capacity development is likely to be more effective with strong national ownership*

Most relevant donor funded projects in the region, have capacity development elements, but these could be more effective and efficient if they were better coordinated and aligned with already identified national and regional priorities.

ACTION A5. Work with donors and projects to ensure that capacity development programmes reflect the priorities identified in this report and in national capacity development needs assessments and plans.

*Capacity building programmes would benefit from being related to the Aichi biodiversity targets and the EU biodiversity targets*

The Aichi targets are the globally agreed targets for national biodiversity conservation efforts, and it is highly desirable that the capacity development programme relates to these (See Annexe 4). The programme cannot cover all the targets and needs to contextualise Aichi to the needs of the region, but it should explicitly advance progress towards the targets. The EU has its own targets for 2020, which should also be taken into consideration (see Annexe 5).

ACTION A6. Cross reference capacity development activities conducted in the region to the Aichi and EU targets.

## **B. Priority topics for capacity development**

Based on the assessments and analyses, the following topics should be prioritised for capacity development for nature conservation in the region.

### **National biodiversity assessments, including identification of priority species and areas for conservation**

In several countries there is a need for support to finalise national assessments of the distribution and status of species and ecosystems. While there is always a need to improve and update national biodiversity data, it would be useful to have some sort of benchmark for what constitutes adequate coverage.

Beyond overall status assessments, there is some demand for training in strategic planning for biodiversity conservation, establishment of improved protected area systems and ecological networks (beyond protected area systems), identification of species of conservation concern and measures to ensure their favourable status. The forthcoming IUCN initiative on Key Biodiversity Areas could provide an opportunity for the region to engage in a global initiative for prioritisation and to test in the European context.

This topic falls under Aichi Strategic Goal C and EU Biodiversity Target 1.

- ACTION B1. Develop a specialist training course on strategic planning at the national level for biodiversity and nature conservation, combining practical and technical guidance with relevant case studies.
- ACTION B2. Identify and disseminate information about regional best practice examples of biodiversity assessments.
- ACTION B3. Develop a project for inclusion of the region in testing and implementing the Key Biodiversity Area approach and methodology.
- ACTION B4. Include in any planned study tour to Western Europe visits to agencies responsible for national recording and strategic planning for nature conservation.

### **Identification and management of Natura 2000 sites**

This was a highly ranked topic for EU member/candidate states and is also relevant to all Council of Europe Member States that are establishing Emerald Networks. Although existing member states have developed their Natura 2000 networks, there still seems to be a lot of uncertainty about how these sites should be identified and how to manage them, especially where they fall outside the national system of protected areas.

This topics falls under Aichi Strategic Goal C and EU Biodiversity Target 1.

- ACTION B5. Develop a specialist regional training course combining practical and technical guidance with relevant case studies on establishment and management of Natura 2000 sites.
- ACTION B6. Ensure dissemination of EU guidance on Natura 2000 system establishment and management and on development of Natura 2000 management plans.
- ACTION B7. Where necessary work with national agencies to adapt current protected area legislation to meet the requirements of managing Natura 2000 systems outside the national protected area network.
- ACTION B8. Include in a study tour visits to agencies, responsible for the national Natura 2000 system and for the management of particular Natura 2000 sites, especially those that do not overlap with national protected areas.

### **Values of biodiversity and ecosystem services**

The main issues identified relate to the valuation of ecosystem services, the awareness of these values and the consideration of these values in national accounting. This topic relates directly to Aichi Strategic Goal A and to EU Biodiversity Target 1.

The most widely recognised and adopted international platform for learning about this approach is the Economics of Ecosystems and Biodiversity (TEEB) programme, a global initiative focused on drawing attention to the economic benefits of biodiversity and the growing cost of biodiversity loss and ecosystem degradation. TEEB presents an approach that can help decision-makers recognize, demonstrate and capture the values of ecosystem services & biodiversity (see <http://www.teebweb.org/>).

ACTION B9. Develop and organise a set of training and capacity development activities for senior and technical staff linked to the Economics of Ecosystems and Biodiversity (TEEB) programme.

Activities should be designed to meet the needs of and be attractive to and accessible for both senior staff and technical staff. Initial contact should be made with the TEEB programme to discuss options for capacity development.

## Managing and using biodiversity information (monitoring and reporting)

This topic was also widely identified as a priority. It relates to monitoring and demonstrating attainment of all the Aichi Strategic Goals and EU Targets. A large number of biodiversity information management systems have been developed around the world and in Europe, and the European Union maintains its own system as well. Some of these are much more sophisticated than others. The need of the region is to identify systems that are effective, practical, affordable, and compatible with other systems; there can be a tendency to specify systems that are too complicated and expensive to maintain when project support ends.

A global leader in this topic is the UNEP World Conservation Monitoring Centre CMC based in Cambridge UK, which offers specialist training and tools related to biodiversity information management and to monitoring and reporting to Multilateral Environmental Agreements. At the European 'Little Sydney' protected areas conference held in Austria in May 2015, personnel from SE Europe developed contacts with and discussed options for collaboration with WCMC.

ACTION B10. Contact UNEP-WCMC to develop a programme of support for the region on biodiversity data management.

ACTION B11. Include in a study tour a visit to WCMC and to the UK National Biodiversity Network.

## Mainstreaming of biodiversity and nature conservation into other sectors

This topic was one of the most widely mentioned and relates to Aichi Strategic Goals A and B and to EU Biodiversity Targets 3 and 4 (in relation to the fisheries and forestry sectors). The main needs relate to ensuring that other sectors address and integrate nature conservation needs and obligations fully and effectively. The most relevant sectors mentioned are agriculture, forestry, land use planning, resource harvesting and extraction.

Mainstreaming is a very broad topic. Any single training course on the topic would inevitably have to be very general, focusing on general principles of planning and organising mainstreaming. More specific training would require agreement of a particular priority topic and issue (e.g. fisheries management, forestry, agriculture etc.) on which training could focus.

There may be an opportunity to link into three current initiatives for capacity development in mainstreaming.

- The CBD has prepared some online training modules (<http://www.cbd.int/doc/training/nbsap/b3-train-mainstream-revised-en.pdf>) which could be used as a starting point. Further guidance could be sought from the CBD about specific capacity development events and opportunities.
- The OECD (based in Paris) has a programme on Green Growth and Sustainable Development that provides a comprehensive framework for mainstreaming green issues into most sectors (see <http://www.oecd.org/greengrowth/>). Their web portal provides a lot of guidance and access to support materials. It may be possible to organise some capacity development through OECD (and even to get some sponsorship from them).

- The Ministerial Green Growth Group (GGG) is an informal grouping of like-minded energy, environment and climate Ministers from across 13 EU member states<sup>5</sup> (including Slovenia) who have come together to work towards a pro-growth and pro-climate EU agenda. Work is now underway with the Ministers to build a forum and network – the Green Growth Platform – through which an ambitious, growth-enhancing and cost-effective EU decarbonisation strategy can be pursued. The objective is, over time, to establish a standing infrastructure which brings together senior politicians, businesses and investors and wider civil society to pursue these objectives.

- ACTION B12. Develop and deliver a regional training seminar on the main principles and practices of sectoral mainstreaming, using specific examples from the region and making use of the CBD learning resources.
- ACTION B13. Organise a regional training course for senior staff on Environmental Impact Assessments.
- ACTION B14. Include in a study tour a visit to a national nature conservation agency that has had success in sectoral mainstreaming.
- ACTION B15. Encourage and support national governments and environment ministries to engage in regional initiatives that promote green growth and sustainability.

### Institutional organisation and effectiveness

This was quite a highly ranked topic, relating to the fact that the effectiveness of nature management organisations is frequently limited by institutional factors as well as by technical capacity gaps.

There is a demand for support for agencies responsible for nature conservation to be more efficient, better structured and more effective. Training and support in institutional strengthening and strategic planning would, however be quite complex and demanding, and might be quite difficult to make relevant to the different systems and approaches used across the region.

One possible approach would be to engage with the Earth Skills Network (<http://eu.earthwatch.org/corporate-partnerships/partnering-with-earthwatch/earth-skills-network-introduction>). The Earth Skills Network is unique collaboration between Earthwatch, UNESCO, IUCN and the business community, connecting leaders from the business and conservation community through mentoring and skill-sharing opportunities. The advantage of this approach is that many of the more advanced methods of organisational planning and management have been developed in the private sector, while the public sector has been very slow to adopt them. The challenge in this approach is how best to adapt private sector approaches to the diversity of public sector management systems. Training and mentoring through the Earth Skills Network could provide an opportunity for those involved in biodiversity management to develop and apply organisational and management skills that have been developed in the private sector. This could also foster long-term supportive partnerships between private sector organisations and experts, and IUCN and countries in the region.

Finally, one of the strongest drivers for strengthening and modernising institutions is the requirement for member, candidate and potential candidate states either for compliance with or approximation of European environmental legislation, in particular the Birds and Habitats Directives and the establishment of the Natura 2000 network.

A further approach would to make best use of good practices in the region. These include the development of the capacity development strategy for Croatia (see Recommendation A6), which includes significant elements of institutional strengthening to support individual capacity development, and the establishment of a new Agency for Protected Areas in Albania.

- ACTION B16. Provide support for EU candidate and potential candidate states in the approximation

<sup>5</sup> Belgium, Denmark, Estonia, Finland, France, Germany, Italy, Ireland, The Netherlands, Portugal, Slovenia, Spain, Sweden, the United Kingdom, with Norway as an associate member.

- of EU environmental legislation and developing the required organisational capacities.
- ACTION B17. Support and disseminate the results of regional initiatives for institutional strengthening (in particular from Croatia and Albania).
- ACTION B18. Engage with the Earth Skills Network to provide support and mentoring for modernisation of organisational planning and management practices.

## **Strengthening national and regional education, learning and qualification frameworks**

Ensuring sustainable capacity development for the region requires development of permanent national or regional learning programmes based in established institutions. This topic addresses all Aichi Strategic Goals and EU Biodiversity Targets.

There is some experience in the region of this approach, for example the development of Masters curricula and programmes in Montenegro under a GEF project, and the development of a national strategic plan for capacity development for protected areas and nature conservation in Croatia.

As a result of the World Parks Congress in Sydney Australia in 2014, IUCN has developed a Strategic Framework for Capacity Development programme, which includes elements related to professionalization of protected area and biodiversity management, development of occupational standards and of global curricula. Further more detailed capacity development recommendations for Europe were developed at the 'Little Sydney' conference in Austria in May 2015. One major element of this has been the initiative for the professionalization of protected areas management, and the registration of environmental and protected area jobs as official occupations, which is being pioneered in Romania.

- ACTION B19. Engage in IUCN-WCPA led European initiatives for the professionalization of protected area management, biodiversity and nature conservation, registration of environmental occupations and development of occupational standards.
- ACTION B20. Seek resources for development of a regional high-level curriculum for nature conservation and biodiversity management, which could be adapted and delivered by educational institutions in the various countries of the region.

The programme could be modular in nature, so that individuals would not have to enrol on the whole program, but could participate in individual modules. In the future, some of these courses could be developed into e-learning modules. One option would be to link the course to an existing programme in Europe and possibly to establish regional 'franchises'.

## **C. Development of diverse learning approaches**

As discussed in Sections 2 and 4.3 of this report, capacity development should not just be considered as training; there are many other methods of learning which can be equally effective in some situations and which are often much more affordable and sustainable. Several of these methods are mentioned in previous recommendations.

- ACTION C1. Establish regional communities of practice on key elements of nature conservation planning and management.

Networks can be established that enable individuals with similar interests and needs to share information and learn from each other across the region, mainly using the internet but also through meetings, courses etc. It is suggested that the first communities of practice should cover

- Biodiversity information collection and management.
- Capacity development and learning.
- Natura 2000 and area based conservation.



**ACTION C2.** Establish systems for professional mentoring of conservation personnel.

Mentoring can be a highly effective means of building and sustaining capacity.

- Internationally IUCN-WCPA will be promoting mentoring by long serving and retired biodiversity specialists. The organisation 'Global Parks' is mobilizes large numbers of retiring experts from U.S. and Canadian conservation agencies to volunteer as mentors for conservation organisations around the world. See [www.globalparks.org](http://www.globalparks.org)
- Regionally, members of the communities of practice could, with support and some training, be enabled to act as mentors for young professionals in the region.

**ACTION C3.** Encourage engagement of regional personnel in capacity development initiatives of the WCPA and other IUCN Commissions

Engagement in IUCN commissions provides a wide range of opportunities for learning, networking and professional development; Conservation personnel in the region should be informed about and encouraged to join the IUCN commissions relevant to their interests and expertise.

## **D. Development of a study tour**

A specific requirement of this report is to make recommendations for a study tour organised by IUCN ECARO as part of the current project. To this end, a questionnaire was circulated in February 2015 to identify what should be included in the tour and what countries and institutions should be visited; the results are presented in Section 4.6. Further feedback on the topic was provided at the project meeting in Shkodra Albania on 18 March 2015, but this mainly concerned preferences on destinations rather than topics. A successful regional study tour for 'exchange of knowledge' to Slovenia has already been organised by the project, for which a separate report has been published.

Based on the consultations, two possible study tours are proposed.

**ACTION D1.** Organise a study tour on the topic 'Systematic identification of conservation priorities and management of biodiversity data'.

### **Purpose:**

To build capacity for development of biodiversity information systems, management of biodiversity data and its analysis and use for planning and decision support.

### **Location.**

Based in Cambridge, UK.

### **Participants.**

Biodiversity conservation planners and researchers from national agencies and other national organisations.

### **Main hosting organisations and topics.**

Cambridge has become a global hub for international conservation organisations and initiatives, allowing for a wide range of hosts and activities in a small area. Key hosting organisations and topics would be.

- UNEP World Conservation Monitoring Centre. Biodiversity data management, analysis and reporting.
- BirdLife International. Important bird areas and key biodiversity areas.
- Cambridge University. Evidence based conservation decision making.
- UK national biodiversity network (Peterborough). National biodiversity record keeping.

It might be possible to arrange for the Cambridge Conservation Forum (CCF) to host the visit. The Cambridge Conservation Forum's purpose is to strengthen links and develop collaborations across the diverse community of conservation practitioners and researchers based in and



around Cambridge, working at local, national and international levels. Working with the CCF would allow participants to make a contacts and share knowledge with conservation practitioners from around the world.

**Other issues.**

Some concern has been expressed about potential difficulties in getting UK visas (as the UK is not a Schengen country). However the Cambridge based organisations have extensive experience in hosting international visitors from all over the world and could assist with providing official invitations.

ACTION D2. Organise a study tour on the topic 'Application of nature conservation measures at the national level'.

**Purpose.**

To allow participants to experience a range of measures for effective nature conservation in a country comparable to the region.

**Participants.**

Nature conservation practitioners and decision makers from national agencies and organisations.

**Topics and activities**

Ideally the host will be able to demonstrate the following

1. Biodiversity mainstreaming through effective implementing of agri-environmental programmes.
2. Biodiversity mainstreaming through development of ecological networks that involve other land management sectors.
3. Rational establishment of a Natura 2000 or Emerald Network.
4. Multi stakeholder management of Natura 2000 sites outside the national protected area system.
5. Active measures in place to identify, protect and manage threatened species habitats and ecosystems.

**Location**

The final location is to be determined, but based on feedback received the host country should meet the following criteria

1. Able to host and organise the study tour efficiently and to a high standard.
2. A country that can demonstrate advances in biodiversity planning and conservation, but which experiences conditions similar to those of the countries in SE Europe.
3. Active in successfully implementing European Union biodiversity related legislation and able to demonstrate practical examples.

Based on suggestions so far, possible host countries could be one of more of the Baltic States (likely to include Estonia) or the Czech Republic. Contacts should be pursued in these countries in order to determine the feasibility of hosting a tour.



# 6 Annexes

## Annexe 1. Biodiversity conservation capacity questionnaire used in the assessments.

		COUNTRY			
BIODIVERSITY CONSERVATION CAPACITY SCORECARD		Worst State (Score 0)	Marginal State (Score 1)	Satisfactory State (Score 2)	(Score 3)
Capacity Level	Outcome				
1. Capacity to conceptualize and formulate policies, legislations, strategies and programmes	Systemic	<p>▲</p> <p>The biodiversity conservation agenda is being effectively championed / driven forward</p>	<p>▲</p> <p>There are some persons or institutions actively pursuing a biodiversity conservation agenda but they have little effect or influence</p>	<p>▲</p> <p>There are a number of biodiversity conservation champions that drive the protected area agenda, but more is needed</p>	<p>▲</p> <p>There are an adequate number of able "champions" and "leaders" effectively driving forwards a biodiversity conservation agenda</p>
	Systemic	<p>▲</p> <p>There is a strong and clear legal mandate for the protection and sustainable management of biodiversity</p>	<p>▲</p> <p>There is a partial legal framework for biodiversity conservation but it has many inadequacies</p>	<p>▲</p> <p>There is a reasonable legal framework for biodiversity conservation but it has a few weaknesses and gaps</p>	<p>▲</p> <p>There is a strong, comprehensive and clear legal mandate for the protection and sustainable management of biodiversity</p>
2. Capacity to implement policies, legislation, strategies and programmes	Institutional	<p>▲</p> <p>Institutions responsible for biodiversity conservation are able to strategize and plan</p>	<p>▲</p> <p>Biodiversity conservation institutions do have strategies and plans, but these are old and no longer up to date or were prepared in a totally top-down fashion</p>	<p>▲</p> <p>Biodiversity conservation institutions have some mechanisms to update their strategies and plans, but this is irregular or is done in a largely top-down fashion without proper consultation</p>	<p>▲</p> <p>Biodiversity conservation institutions have relevant, participatory prepared, regularly updated strategies and plans</p>
	Systemic	<p>▲</p> <p>There are adequate skills for protection and sustainable management of biodiversity</p>	<p>▲</p> <p>Some skills exist but in largely insufficient quantities to guarantee effective planning and management</p>	<p>▲</p> <p>Necessary skills for effective protection and sustainable management of biodiversity do exist but are stretched and not easily available</p>	<p>▲</p> <p>The full range of skills necessary for protection and sustainable management of biodiversity are easily available</p>
	Systemic	<p>▲</p> <p>Adequate protected area systems exist</p>	<p>▲</p> <p>The protected area system is patchy both in number and geographical coverage and has many gaps in terms of representativeness</p>	<p>▲</p> <p>There is a PA system covering a reasonably representative sample of the major habitats and ecosystems, but still presents some gaps and not all elements are of viable size</p>	<p>▲</p> <p>The PA system includes a viable network of representative examples of all the major habitats and ecosystems of appropriate geographical scale.</p>
	Systemic	<p>▲</p> <p>There is a fully transparent oversight over the biodiversity conservation institutions</p>	<p>▲</p> <p>There is some oversight, but only indirectly and in an untransparent manner</p>	<p>▲</p> <p>There is a reasonable oversight mechanism in place providing for regular review but lacks in transparency (e.g. is not independent, or is internalized)</p>	<p>▲</p> <p>There is a fully transparent oversight over protected area institutions</p>
	Institutional	<p>▲</p> <p>Biodiversity management institutions are effectively led</p>	<p>▲</p> <p>Leadership of biodiversity management institutions is weak and provides little guidance</p>	<p>▲</p> <p>Biodiversity management institutions have reasonably strong leadership but there is still need for improvement</p>	<p>▲</p> <p>Biodiversity management institutions are effectively led</p>

Institutional	Protected areas have regularly updated, participatory management plans	▲	Protected areas have no management plans	Some protected areas have up-to-date management plans but they are typically not comprehensive and were not participatory prepared	Most Protected Areas have management plans though some are old, not participatory prepared or are less than comprehensive	Every protected area has a regularly updated, participatory prepared, comprehensive management plan	Institutional
Institutional	Human resources are well qualified and motivated	▲	Human resources are poorly qualified and unmotivated	Human resources qualification is spotty, with some well qualified, but many only poorly and in general unmotivated	Human resources are in general reasonably qualified, but many lack in motivation, or those that are motivated are not sufficiently qualified.	Human resources are well qualified and motivated	Institutional
Institutional	Biodiversity strategies and plans are implemented in a timely manner effectively achieving their objectives	▲	There is very little implementation of biodiversity strategies and plans	Biodiversity conservation strategies and plans are poorly implemented and their objectives are rarely met	Biodiversity strategies and plans are usually implemented in a timely manner, though delays typically occur and some objectives are not met	Biodiversity strategies and plans are implemented in a timely manner effectively achieving their objectives	Institutional
Institutional	Biodiversity management institutions are able to adequately mobilize sufficient quantity of funding, human and material resources to effectively implement their mandate	▲	Biodiversity management institutions typically are severely underfunded and have no capacity to mobilize sufficient resources	Biodiversity management institutions have some funding and are able to mobilize some human and material resources but not enough to effectively implement their mandate	Biodiversity management institutions have reasonable capacity to mobilize funding or other resources but not always in sufficient quantities for fully effective implementation of their mandate	Biodiversity management institutions are able to adequately mobilize sufficient quantity of funding, human and material resources to effectively implement their mandate	Institutional
Institutional	Biodiversity management institutions are effectively managed, efficiently deploying their human, financial and other resources to the best effect	▲	Biodiversity management institutions have no effective management	Institutional management is largely ineffective and does not deploy efficiently the resources at its disposal	Institutions are reasonably managed, but not always in a fully effective manner and at times does not deploy its resources in the most efficient way	Institutions are effectively managed, efficiently deploying human, financial and other resources to the best effect	Institutional
Institutional	Biodiversity management institutions are highly transparent, fully audited, and publicly accountable	▲	Biodiversity management institutions are totally un-transparent, not being held accountable and not audited	Biodiversity management institutions are not transparent but are occasionally audited without being held publicly accountable	Biodiversity management institutions are regularly audited and there is a fair degree of public accountability but the system is not fully transparent	Biodiversity management institutions are highly transparent, fully audited, and publicly accountable	Institutional
Institutional	There are legally designated biodiversity management institutions with the authority to carry out their mandate	▲	There is no lead institution or agency with a clear mandate or responsibility for biodiversity	There are one or more institutions or agencies dealing with biodiversity but roles and responsibilities are unclear and there are gaps and overlaps in the arrangements	There are one or more institutions or agencies dealing with biodiversity, the responsibilities of each are fairly clearly defined, but there are still some gaps and overlaps	Biodiversity management institutions have clear legal and institutional mandates and the necessary authority to carry this out	Institutional
Institutional	Biodiversity is effectively protected from illegal activities	▲	No enforcement of laws and regulations is taking place	Some enforcement of laws and regulations but largely ineffective and external threats remain active	Laws and regulations are regularly enforced but not comprehensively, are not fully effective and external threats are reduced but not eliminated	Laws and regulations are highly effectively enforced and all external threats are negated	Institutional





4. Capacity to mobilize information and knowledge		Systemic		Biodiversity management institutions have the information they need to develop and monitor strategies and action plans for the conservation and sustainable management of national biodiversity	▲	Information is virtually lacking	Some information exists, but is of poor quality, is of limited usefulness, or is very difficult to access	Much information is easily available and mostly of good quality, but there remain some gaps in quality, coverage and availability	Biodiversity management institutions have the information they need to develop and monitor strategies and action plans for the conservation and sustainable management of national biodiversity
Institutional		Biodiversity management institutions have the information needed to do their work	▲	Information is virtually lacking	Some information exists, but is of poor quality and of limited usefulness and difficult to access	Some information exists, but is of poor quality, is of limited usefulness, or is very difficult to access	Much information is readily available, mostly of good quality, but there remain some gaps both in quality and quantity	Adequate quantities of high quality up to date information for biodiversity, management and monitoring is widely and easily available	Individuals interact effectively and form functional teams
Individual		Individuals working in the biodiversity conservation sector work effectively together as a team	▲	Individuals work in isolation and don't interact	Individuals interact in limited way and sometimes in teams but this is rarely effective and functional	Individuals interact in limited way and sometimes in teams but this is rarely effective and functional	Individuals interact regularly and form teams, but this is not always fully effective or functional	Individuals interact effectively and form functional teams	National biodiversity conservation policy is reviewed annually
Systemic		Biodiversity conservation policy is continually reviewed and updated	▲	There is no policy or it is old and not reviewed regularly	Policy is only reviewed at irregular intervals	Policy is only reviewed at irregular intervals	Policy is reviewed regularly but not annually	National biodiversity conservation policy is reviewed annually	There is an open and transparent public dialogue about the state of national biodiversity
Systemic		Society monitors the state of biodiversity	▲	There is no dialogue at all	There is some dialogue going on, but not in the wider public and restricted to specialized circles	There is some dialogue going on, but not in the wider public and restricted to specialized circles	There is a reasonably open public dialogue going on but certain issues remain taboo.	There is an open and transparent public dialogue about the state of national biodiversity	Institutions are highly adaptive, responding effectively and immediately to change
Institutional		Institutions are highly adaptive, responding effectively and immediately to change	▲	Institutions resist change	Institutions do change but only very slowly	Institutions do change but only very slowly	Institutions tend to adapt in response to change but not always very effectively or with some delay	Institutions are highly adaptive, responding effectively and immediately to change	Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning
Institutional		Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning	▲	There are no mechanisms for monitoring, evaluation, reporting or learning	There are some mechanisms for monitoring, evaluation, reporting and learning but they are limited and weak	There are some mechanisms for monitoring, evaluation, reporting and learning but they are limited and weak	Reasonable mechanisms for monitoring, evaluation, reporting and learning are in place but are not as strong or comprehensive as they could be	Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning	Performance is effectively measured and adaptive feedback utilized
Individual		Individuals are adaptive and continue to learn	▲	There is no measurement of performance or adaptive feedback	Performance is irregularly and poorly measured and there is little use of feedback	Performance is irregularly and poorly measured and there is little use of feedback	There is significant measurement of performance and some feedback but this is not as thorough or comprehensive as it might be	Performance is effectively measured and adaptive feedback utilized	
5. Capacity to monitor, evaluate, report and learn		Systemic		Society monitors the state of biodiversity	▲	There is no dialogue at all	There is some dialogue going on, but not in the wider public and restricted to specialized circles	There is a reasonably open public dialogue going on but certain issues remain taboo.	Institutions are highly adaptive, responding effectively and immediately to change
Institutional		Institutions are highly adaptive, responding effectively and immediately to change	▲	Institutions resist change	Institutions do change but only very slowly	Institutions do change but only very slowly	Institutions tend to adapt in response to change but not always very effectively or with some delay	Institutions are highly adaptive, responding effectively and immediately to change	Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning
Institutional		Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning	▲	There are no mechanisms for monitoring, evaluation, reporting or learning	There are some mechanisms for monitoring, evaluation, reporting and learning but they are limited and weak	There are some mechanisms for monitoring, evaluation, reporting and learning but they are limited and weak	Reasonable mechanisms for monitoring, evaluation, reporting and learning are in place but are not as strong or comprehensive as they could be	Institutions have effective internal mechanisms for monitoring, evaluation, reporting and learning	Performance is effectively measured and adaptive feedback utilized
Individual		Individuals are adaptive and continue to learn	▲	There is no measurement of performance or adaptive feedback	Performance is irregularly and poorly measured and there is little use of feedback	Performance is irregularly and poorly measured and there is little use of feedback	There is significant measurement of performance and some feedback but this is not as thorough or comprehensive as it might be	Performance is effectively measured and adaptive feedback utilized	

## Annexe 2. Summary results of questionnaire on study tours

<b>Q1. What factors do you consider make a study tour successful and useful?</b>
<ul style="list-style-type: none"> <li>• Relevance of selected topics for participants</li> <li>• Comprehensive information on the nature conservation/protected area system of the host country</li> <li>• Expertise of the presenters/guides, they should be practitioners</li> <li>• Properly planned agenda with enough space for discussions</li> </ul>
<ul style="list-style-type: none"> <li>• To get in house expertise</li> </ul>
<ul style="list-style-type: none"> <li>• The most important factor is to have practical exchange of knowledge and practical examples. Also it is very important to visit country with similar problems in the past when it comes to the issue of nature protection.</li> </ul>
<ul style="list-style-type: none"> <li>• Good organization</li> <li>• Useful and interesting agenda</li> <li>• Not an over busy agenda</li> </ul>
<ul style="list-style-type: none"> <li>• Well prepared tour: include various levels of competent institutions for the site, chose site with many designations or sites with different designations</li> <li>• Expert guide, good communication with participants</li> <li>• Previous information about each site/institution</li> <li>• Previously prepared questions for each location</li> <li>• Communication with participants between each location (discussion after each location)</li> <li>• Preferable communication in English without translation</li> <li>• At the end of tour presentation by each country: what is useful for our future work</li> </ul>
<ul style="list-style-type: none"> <li>• Presenting successful stories to be applied to other similar locations, working in groups and sharing experiences, fieldtrips</li> </ul>
<ul style="list-style-type: none"> <li>• Surroundings (status of the country in terms of successful realization of nature protection policy)</li> <li>• Tradition or functionality of institutions dealing with the protection of nature</li> <li>• Whether the country has developed specific best practices in the field of nature protection that have adopted by neighbouring countries</li> </ul>
<ul style="list-style-type: none"> <li>• One of the most important factors that make a study tour successful and useful is a good selection of topic to be discussed on a study tour.</li> </ul>
<ul style="list-style-type: none"> <li>• Solid preparation of participants for this event.</li> <li>• Good will and significant interest of participants to learn about the topics scheduled in study trip agenda.</li> <li>• Possibility for implementation of study trip conclusions.</li> <li>• Descent accommodation and smooth other logistic procedures.</li> </ul>
<ul style="list-style-type: none"> <li>• Selection of the participants for study tour the based on the relevance CV in the area of nature conservation</li> <li>• The agenda for the study tour should be consistent with the objectives of the project: Towards Strengthened Conservation Planning in South-Eastern Europe</li> <li>• Should be selected for visits responsibility institutions for nature conservation (ministries, agencies and PAs)</li> <li>• The agenda for the study tour should be selected relevant topics for presentations, discussion and exchange of experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Identification of relevant participants for study tour from stakeholders/institutions in the area of nature conservation at national level</li> <li>• Preparation of the agenda for the study tour with relevant issues for conservation and management of nature heritage.</li> </ul>
<ul style="list-style-type: none"> <li>• The relevance of the topics</li> <li>• Appropriate hosts institutions i.e. An appropriate and competent interlocutors</li> <li>• Ambitious but not too crowded schedule</li> <li>• Selection of the host country with a similar general legal / institutional arrangements, - better potential applicability of the presented solutions</li> <li>• Enough good food</li> </ul>
<b>Q2. What outcomes do you expect from a good study tour (i.e. change in knowledge, attitude and skills (both individually and institutionally))</b>
<ul style="list-style-type: none"> <li>• Improvement of knowledge on particular topics</li> <li>• Learning new approaches especially in organisation of work in nature conservation</li> <li>• Linking with experts&amp; institutions</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge, experiences</li> </ul>














<ul style="list-style-type: none"> <li>• Improving knowledge for mainstreaming of biodiversity conservation into natural resource use sectors and sectoral policies</li> <li>• Improving skills and knowledge of the planning of nature conservation</li> <li>• Improving knowledge of Identification, protection and suitable management of habitats and species of conservation concern</li> <li>• Improving skills and knowledge for monitoring of natural heritage</li> </ul>	
<ul style="list-style-type: none"> <li>• Improving knowledge and exchange of experiences for nature protection</li> <li>• Improving knowledge of the planning of nature conservation</li> <li>• Improving knowledge of the involvement of conservation measures for nature in other sectors (forestry, agriculture, fishing, energy, construction, mining, etc.</li> <li>• Improving knowledge of sustainable management of protected areas</li> <li>• Improving knowledge for economic assessment of protected areas</li> <li>• Improving knowledge for ecosystem services</li> <li>• Improving knowledge of the concept of ecological networks and NATURA 2000 network</li> <li>• Improving knowledge for monitoring of Natura 2000</li> </ul>	
<ul style="list-style-type: none"> <li>• Increased motivation for everyday work, standard procedures and activities performed on a regular basis.</li> <li>• Increased knowledge on study tour topics.</li> <li>• Increased possibility for implementation of these topics in nature conservation in Serbia.</li> <li>• Established new contacts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Exchange of knowledge, strengthening individual and institutional capacities and developing networks of participants in order to continue cooperation and exchange of experience after the study visit.</li> </ul>	
<ul style="list-style-type: none"> <li>• Change in knowledge on institutional set-up, institutional capacities, legal frameworks;</li> <li>• Change in skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Use the experience of other countries</li> <li>• To get an idea of how to improve protection system</li> <li>• What skills should be build and potential organisation that offer such education</li> <li>• Share of information within my organisation</li> <li>• Potential establishment of bilateral cooperation or twinning program</li> </ul>	
<ul style="list-style-type: none"> <li>• Improved skills, built knowledge and experience, get relevant materials</li> </ul>	
<ul style="list-style-type: none"> <li>• The development of specific skills and acquire new knowledge in general through the introduction of good practices in the development of tourism and forms of co-financing of protected areas. Gathering and management of information relevant to biodiversity conservation. Establishing and updating databases.</li> </ul>	
<ul style="list-style-type: none"> <li>• The outcomes that we expect from a good study tour are the examples that are solved in practice aiming a good education of participants who will later apply a positive example in their community, or country of origin. Another outcome that we expect from a good study tour is an example of conflict resolution policies, which can find a solution through compromise.</li> </ul>	
<ul style="list-style-type: none"> <li>• Increasing the knowledge on the spectrum of possible solutions for the same problems and related practical experiences</li> <li>• Good understanding of the basic legal and institutional framework of nature conservation in the host country</li> <li>• Motivation for continuation of the work</li> </ul>	
<b>Q3. What three main topics do you think should be covered by a study tour?</b>	
<b>TOPIC</b>	<b>DETAILS</b>
<b>MAINSTREAMING/SECTORAL INTEGRATION (GROUPED ANSWERS)</b>	
Mainstreaming of biodiversity conservation into natural resource use sectors and sectoral policies	
Gathering and management of information relevant to biodiversity conservation	
Mainstreaming of biodiversity conservation into natural resource use sectors and sectoral policies	
Mainstreaming biodiversity in other sectors- how the cooperation with other sectors is established	
Intersectoral dialogue in nature conservation and its outcomes.	
Integration of biodiversity conservation into spatial/ land use/ development planning.	
Mainstreaming of biodiversity conservation into natural resource use sectors and sectoral policies	
<b>INFORMATION/MONITORING (GROUPED ANSWERS)</b>	
Establishing systems to monitor threats and the impact of management measures, linked to reporting systems and adaptive management	
Monitoring and reporting of biodiversity indicators across the responsible institutions including inventory of biodiversity data	
Gathering and management of information relevant to biodiversity conservation.	
Establishing systems to monitor threats and the impact of management measures, linked to reporting systems and adaptive management	

Gathering and management of information relevant to biodiversity conservation	
Gathering and management of information relevant to biodiversity conservation	
Establishing systems to monitor threats and the impact of management measures, linked to reporting systems and adaptive management.	
<b>NATURA 2000, PAS and AREA BASED CONSERVATION (GROUPED ANSWERS)</b>	
Natura 2000, as resolved conflicts and negative attitudes of the local community when the experts highlighted certain areas of the Natura 2000 network	
Management of Natura 2000	
Protected areas	
Protection and suitable management of habitats, ecosystems and landscapes	
Establishment of quality standards, established criteria, standards, methodologies for PA designation, management etc.	
<b>ECOSYSTEM SERVICES AND VALUES (GROUPED ANSWERS)</b>	
Demonstrating the value of biodiversity through assessment and valuation of ecosystem services.	
Demonstrating the value of biodiversity through assessment and valuation of ecosystem services.	
Assessing/ demonstrating the value of nature/biodiversity- policy, methodologies,	
Demonstrating the value of biodiversity through assessment and valuation of ecosystem services.	
<b>POLICY AND LEGISLATION AND PLANNING (GROUPED ANSWERS)</b>	
Establishment of comprehensive national legislation to guide and regulate biodiversity conservation	
Development of national priorities, policies, strategies and plans for biodiversity conservation	
Rules of procedures in practical steps in nature conservation performed by state/regional ministries, state/regional expert organizations, protected area administrations, CSO organisations and local communities.	
Rules of procedures and its execution in long-term/yearly/monthly planning of nature conservation activities, in particular by expert nature conservation organizations. Evaluation of nature conservation procedures. In particular: management planning in protected areas.	
<b>INDIVIDUAL CAPACITY/TRAINING (GROUPED ANSWERS)</b>	
Establishment of adequate individual capacities for implementing biodiversity conservation measures	
Establishment of adequate individual capacities for implementing biodiversity conservation measures.	
<b>FUNDING AND RESOURCING</b>	
Providing adequate funds, equipment, investments and other material support for biodiversity conservation.	
<b>AWARENESS (GROUPED ANSWERS)</b>	
Building understanding and awareness about and support for biodiversity conservation	
<b>ALIEN INVASIVE SPECIES (GROUPED ANSWERS)</b>	
Invasive Alien Species	
<b>PRIORITISATION (GROUPED ANSWERS)</b>	
Identification, protection and suitable management of habitats and species of conservation concern.	
<b>4. What countries, organisations or locations that it would be useful to visit? Please give reasons for your answer?</b>	
<b>a. Country (ies)</b>	
Countries of EU (General ) x 3	Spain
A non SEE country (a lot of similar tour studies have been recently organized in the region)	Germany
Country with large mountain PAs (other than Austria since number of excursions have been organized there)	Netherlands
Poland/Estonia/Lithuania/Latvia	Switzerland
Central Europe	UK x 2
Hungary/Slovakia	Finland
Slovakia/ Czech Republic	Sweden
France x 3	Austria x 3
Slovenia x 2	Romania
Croatia x 3	Italy

<b>b. Organisation(s)</b>	
Ministry of Environment x 2	
Agency for nature conservation/protection x 6	
Agency for PAs x 5	
Sister organisations	
Metsähallitus (Finland: seems that nature conservation system is well organized in Finland)	
Milicz valley LAG and nature conservation authorities.	
Pro Vertes foundation Hungary; Ministry of Rural Development of Hungary	
Representatives of nature conservation system in France	
Natural resources Wales	
Natural England	
German Federal Agency for Nature Conservation (BfN)	
Snowdonia National Park Environmental Studies Centre (UK)	
Swedish University of Agricultural Sciences - Swedish Species Information Centre	
<b>c. Location(s)</b>	
Areas where management of Natura 2000 is considered well done	NP Hohe Tauren (example for good cooperation on different levels)
Camargue/France	Rhine river (transboundary biosphere reserve, PA)
Polish/Baltic forests/wetlands	Uppsala (Sweden)
Hortobagy NP Hungary + some areas in Slovakia	

## Annexe 3. Aichi biodiversity targets

<b>Strategic Goal A: Address the underlying causes of biodiversity loss by mainstreaming biodiversity across government and society</b>	
	<b>Target 1</b> By 2020, at the latest, people are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.
	<b>Target 2</b> By 2020, at the latest, biodiversity values have been integrated into national and local development and poverty reduction strategies and planning processes and are being incorporated into national accounting, as appropriate, and reporting systems.
	<b>Target 3</b> By 2020, at the latest, incentives, including subsidies, harmful to biodiversity are eliminated, phased out or reformed in order to minimize or avoid negative impacts, and positive incentives for the conservation and sustainable use of biodiversity are developed and applied, consistent and in harmony with the Convention and other relevant international obligations, taking into account national socio economic conditions.
	<b>Target 4</b> By 2020, at the latest, Governments, business and stakeholders at all levels have taken steps to achieve or have implemented plans for sustainable production and consumption and have kept the impacts of use of natural resources well within safe ecological limits.
<b>Strategic Goal B: Reduce the direct pressures on biodiversity and promote sustainable use</b>	
	<b>Target 5</b> By 2020, the rate of loss of all natural habitats, including forests, is at least halved and where feasible brought close to zero, and degradation and fragmentation is significantly reduced.
	<b>Target 6</b> By 2020 all fish and invertebrate stocks and aquatic plants are managed and harvested sustainably, legally and applying ecosystem based approaches, so that overfishing is avoided, recovery plans and measures are in place for all depleted species, fisheries have no significant adverse impacts on threatened species and vulnerable ecosystems and the impacts of fisheries on stocks, species and ecosystems are within safe ecological limits.
	<b>Target 7</b> By 2020 areas under agriculture, aquaculture and forestry are managed sustainably, ensuring conservation of biodiversity.
	<b>Target 8</b> By 2020, pollution, including from excess nutrients, has been brought to levels that are not detrimental to ecosystem function and biodiversity.
	<b>Target 9</b> By 2020, invasive alien species and pathways are identified and prioritized, priority species are controlled or eradicated, and measures are in place to manage pathways to prevent their introduction and establishment.
	<b>Target 10</b> By 2015, the multiple anthropogenic pressures on coral reefs, and other vulnerable ecosystems impacted by climate change or ocean acidification are minimized, so as to maintain their integrity and functioning.
<b>Strategic Goal C: To improve the status of biodiversity by safeguarding ecosystems, species and genetic diversity</b>	
	<b>Target 11</b> By 2020, at least 17 per cent of terrestrial and inland water, and 10 per cent of coastal and marine areas, especially areas of particular importance for biodiversity and ecosystem services, are conserved through effectively and equitably managed, ecologically representative and well connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes.

	<p><b>Target 12</b> By 2020 the extinction of known threatened species has been prevented and their conservation status, particularly of those most in decline, has been improved and sustained.</p>
	<p><b>Target 13</b> By 2020, the genetic diversity of cultivated plants and farmed and domesticated animals and of wild relatives, including other socio-economically as well as culturally valuable species, is maintained, and strategies have been developed and implemented for minimizing genetic erosion and safeguarding their genetic diversity.</p>
<p><b>Strategic Goal D: Enhance the benefits to all from biodiversity and ecosystem services</b></p>	
	<p><b>Target 14</b> By 2020, ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities, and the poor and vulnerable.</p>
	<p><b>Target 15</b> By 2020, ecosystem resilience and the contribution of biodiversity to carbon stocks has been enhanced, through conservation and restoration, including restoration of at least 15 per cent of degraded ecosystems, thereby contributing to climate change mitigation and adaptation and to combating desertification.</p>
	<p><b>Target 16</b> By 2015, the Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization is in force and operational, consistent with national legislation.</p>
<p><b>Strategic Goal E: Enhance implementation through participatory planning, knowledge management and capacity building</b></p>	
	<p><b>Target 17</b> By 2015 each Party has developed, adopted as a policy instrument, and has commenced implementing an effective, participatory and updated national biodiversity strategy and action plan.</p>
	<p><b>Target 18</b> By 2020, the traditional knowledge, innovations and practices of indigenous and local communities relevant for the conservation and sustainable use of biodiversity, and their customary use of biological resources, are respected, subject to national legislation and relevant international obligations, and fully integrated and reflected in the implementation of the Convention with the full and effective participation of indigenous and local communities, at all relevant levels.</p>
	<p><b>Target 19</b> By 2020, knowledge, the science base and technologies relating to biodiversity, its values, functioning, status and trends, and the consequences of its loss, are improved, widely shared and transferred, and applied.</p>
	<p><b>Target 20</b> By 2020, at the latest, the mobilization of financial resources for effectively implementing the Strategic Plan for Biodiversity 2011-2020 from all sources, and in accordance with the consolidated and agreed process in the Strategy for Resource Mobilization, should increase substantially from the current levels. This target will be subject to changes contingent to resource needs assessments to be developed and reported by Parties.</p>

## Annexe 4. EU biodiversity strategy to 2020

### Target 1: Conserving and restoring nature

The EU must ensure better application of Directives “Birds” and “Habitats”.

### Target 2: Maintaining and enhancing ecosystems and their services

The integration of a green infrastructure, restoring at least 15 % of degraded ecosystems by 2020, and the development of an initiative aimed at preventing any net loss of ecosystems and their services by 2015, will be essential measures for maintaining and improving ecosystem services.

### Target 3: Ensuring the sustainability of agriculture and forestry

The instruments provided under the CAP should contribute towards maximising areas under agriculture across grasslands, arable land, and permanent crops that are covered by biodiversity measures, by 2020.

Forest Management Plans or equivalent instruments will be put in place for all forests that are publicly owned and for forest holdings above a certain size, by 2020. The plans must ensure sustainable management of forests in order to receive funding under the EU’s Rural Development Policy.

Measures adopted to ensure sustainable management must also contribute towards achieving targets 1 and 2 of the strategy.

### Target 4: Ensuring sustainable use of fisheries resources

The measures adopted as part of the Common Fisheries Policy must enable the Maximum Sustainable Yield (MSY) to be achieved by 2015. In order to achieve this, it is essential to achieve a population by age and by size distribution indicative of a healthy stock. Through fisheries management with no significant adverse impacts on other stocks, species and ecosystems, it will be possible to achieve Good Environmental Status by 2020, in accordance with the “Marine Strategy Framework-Directive”.

### Target 5: Combating invasive alien species

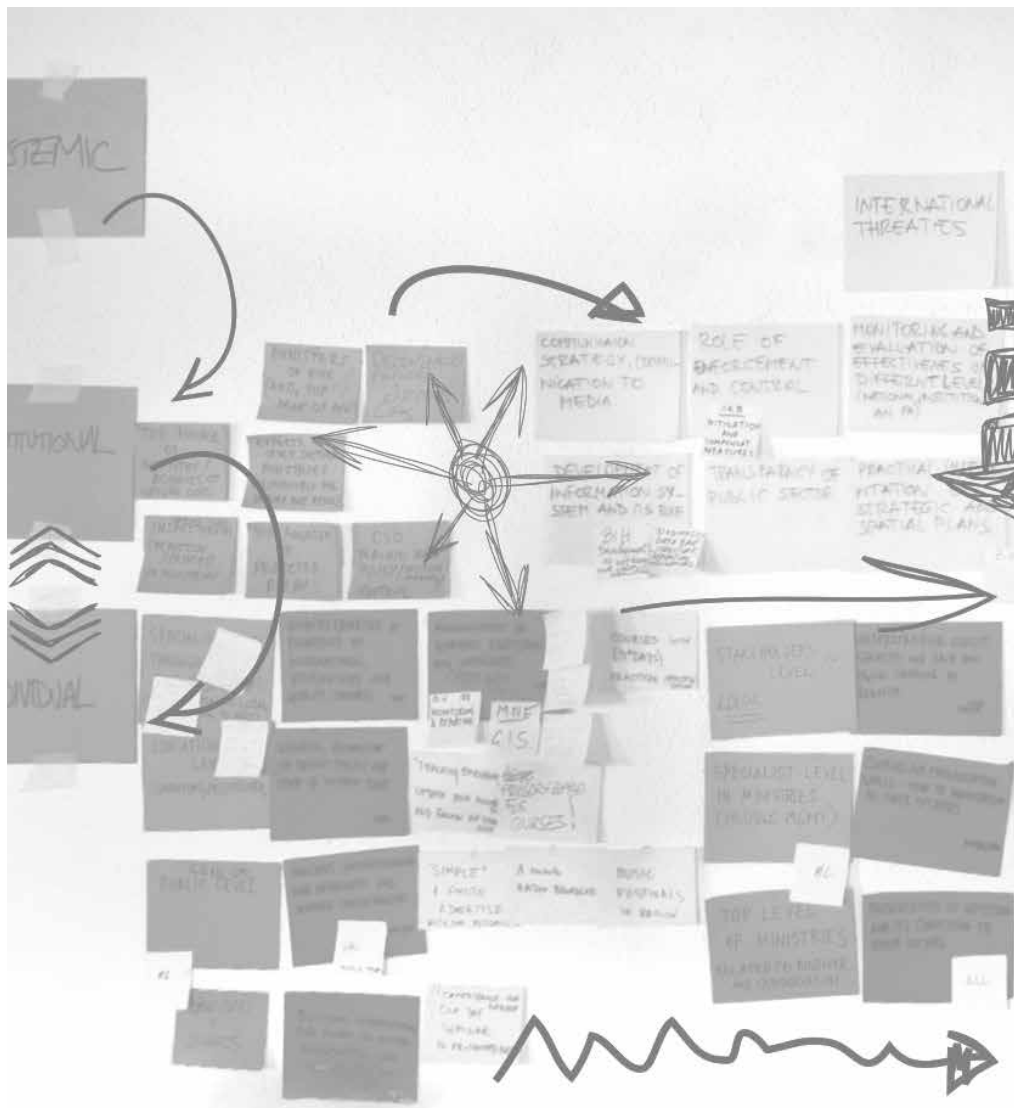
With the exception of the legislation on the use of alien and locally absent species in aquaculture, there is currently no comprehensive EU policy on combating invasive alien species. However, these species pose a significant threat to European biodiversity. It is therefore necessary to identify them, isolate or eradicate them, and to control their introduction in order to prevent the appearance of new species. To this end, the Commission will fill policy gaps in combating invasive alien species with a dedicated legislative instrument.

### Target 6: Addressing the global biodiversity crisis

The EU must step up its contribution to averting global biodiversity loss by meeting the commitments made at the 10th Conference of Parties (COP10) to the United Nations Convention on Biological Diversity, which took place in Nagoya in 2010. During this conference, the EU committed to:

- Achieving the goals set by the global strategic plan for biodiversity 2011-2020;
- Implementing the Nagoya protocol on access to genetic resources and the fair and equitable sharing of benefits arising from their use (ABS Protocol); and
- Mobilising additional resources to finance the challenge of protecting biodiversity worldwide.





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