

Workshop D: Toward a Strategy for Developing Capacity to Manage Protected Areas in the Mediterranean Region¹

Conclusions and recommendations

(draft)

INTRODUCTION

Developing the capacity to manage protected areas is a key issue to address one of the biggest challenges of humankind in this century: to stop the irreversible processes of extinction of biodiversity at the ecosystem, species, population and genetic level. *In situ* conservation of biodiversity is dependent upon maintaining viable and sufficient natural habitat which is totally dependent on human commitment. On the other hand, people aim for a better quality of life, and compatibility between development and conservation of biodiversity has been one of the priorities for the last ten years, however despite a wide range of initiatives, the gaps identified in the 1990's remain the same today.

Protected Areas (PA) have proved to be the most important and effective instruments for the *in situ* conservation of natural ecosystems and their biodiversity. They are also areas where sustainable rural development can be promoted by planning the use of land with a conservation perspective and the equitable sharing of the benefits deriving from their use. Protected Areas should not be understood as closed spaces but spaces that can promote integration of conservation benefits into local and national economies in a sustainable manner while also managing any threats to the integrity of these protected areas.

Moreover the ecological benefits such as watershed protection, water purification and soil conservation make fundamental contributions to the economy of all countries. The economic potential of the genetic resources that protected area systems contain will also provide further important social and economic contributions as countries develop their biotechnological capabilities.

Despite significant efforts to strengthen protection, destructive processes have not stopped and neither rural policies nor society in general have been wholly successful in giving real value to Protected Areas. The majority of agencies responsible for protected areas still have inadequate human and financial resources, instruments and infrastructure to achieve effective biodiversity conservation and hence maintain the provision of environmental services.

Besides these challenges the world is facing changes in climate and sea level, invasive species, and fragmentation of forest. People are demanding more food and fiber, while human settlement patterns press protected areas boundaries. New institutional policies such as decentralization of resources management, among others, call for new social arrangements among communities and government agencies.

All these factors of global change cause increasing uncertainty for the future of biodiversity and the ecosystem goods and services provided by natural areas.

¹ This paper draws extensively on the 5th draft discussion document for this workshop stream for the World Parks Congress in Durban, provided by M Carabias.

At Mediterranean level, training organizations, PAs managers, institutions, and NGOs have undertaken a process to analyze new windows of opportunity - how to make such critical areas more sustainable and effective in social, economic, and ecological terms. This was planned as a regional contribution to the ten-yearly World Parks Congress in Durban (Box 1).

Box 1 Mediterranean Protected Areas – the Road to Durban

This document emerges from a regional Mediterranean process motivated by the World Parks Congress in Durban in Sept 2003. It is intended to assist the planning and implementation of regional training activities in the region as well as bringing Mediterranean perspectives to the debate in Durban.

An initial workshop in Montpellier in January 2003 brought together existing regional training organisations to discuss and propose future course of action. They concentrate their work to analyse the new training needs for staff involved in the management of natural areas in the Mediterranean for the next 5 or 10 years, to define the broad lines of a common project that could help training organizations to cater for these new needs, and to prepare the Murcia conference. Their conclusions can be found at http://iucn.org/places/medoffice/Documentos/Montpellier_conclusions_EN.pdf and in Annexes 2 and 3 of this document.

Drawing on the global discussions on capacity building for the Durban Congress, a base document on training and capacity building was put before 120 participants in the Mediterranean Protected areas Conference in Murcia in March 2003, and the current document reflects the inputs from those participants and the lively discussions on this topic during the workshops. It appears on the one hand that the great experience in capacity building within Mediterranean PAs need to be shared but also that the way to manage training needs to be completed within a wider strategy including efforts to structure professional activities, to insure adequate level of initial training, to disseminate on job training and to reinforce networking between training providers organisations and Pas professionals actors.

Further information on this conference is available at http://iucn.org/places/medoffice/eventos/agenda_murciaEN.html

MEDITERRANEAN SPECIFICITIES, CHALLENGES AND OPPORTUNITIES

The global challenges highlighted above are even more pressing in the Mediterranean, due to various factors :

- The Mediterranean basin is one of 25 global biodiversity hotspots,
- Demographic growth is very high, especially on the southern and eastern shores,
- The Mediterranean basin is the primary tourist destination worldwide,
- The social use of space is very ancient in the Mediterranean region, leading to very few pristine areas unaffected by man

All these various human pressures lead to a very man-modified environment in which protected areas are often rather small and isolated.

Despite a very strong feeling within the Mediterranean basin of belonging to the same space and culture and sharing the same destiny, two other factors are also a constraint to efficient networking and partnership, these are :

- very strong geographical disparities, especially in term of financial and human resources,
- diverse languages and working cultures.

In the Mediterranean region there are over 2,000 protected areas and a first estimate of levels of staffing is around 12000 (see Table 1 in annex 1).

This represents a significant number of people dedicated to PA management. However, here again, we have to take into account the very strong disparities between countries : some of them have more than 3000 PA staff, while some others have less than 100. And it is clear that a sound policy for enhancing the capacity of these staff and for structuring their professional framework can only be developed in countries where PA staff reach a "critical mass". For these countries where this level is not reached, regional support for capacity building is crucial.

Identified gaps ²

The challenge is to manage PAs adaptively in order to address new threats while also capturing the new opportunities. People are already experimenting with creative approaches for dealing with the various threats and opportunities. Unfortunately many innovators are working in isolation from other managers. Experience and potential new guidelines are not shared elsewhere where they could be of considerable value. By sharing knowledge and lessons learned, the capacity to adapt to change and thereby to strengthen the sustainability of biodiversity protection and sustainable use could be accelerated and become more wide spread.

In this evolving context, a group of Mediterranean training organizations³ recently identified 14 main areas of change in the role, function and management approach of protected areas likely to occur in the next 10 years and the required skills needed to address these key issues (see annex 2). For a full workshop report see www.espaces-naturels.fr/ATEN

² This paper focuses especially on training and skills development, rather than on legal and institutional matters, which are also a key part of any long term capacity building strategy.

³ 3rd meeting of Med. Training organisations for natural areas management, Montpellier, France, January 2003
"New skills for the XXIst century"

The background and tertiary education of most of the PA staff throughout the Mediterranean are in the field of natural resources management (forestry, agriculture...), and frequently don't cover all the aspects of these various and rapidly evolving jobs. The discussions and workshops identified some Mediterranean specificities and gaps as shown in Box 2.

**Box 2 Key findings of the training workshop
Murcia 26 –30 March 2003**

Mediterranean specificities

- ? Need for a locally adapted training response;
- ? Language – those with a second language have access to international materials, those who do not, cannot;
- ? Build on shared history (cultural, human presence, landscapes, common flora and fauna...);
- ? Willingness to share and collaborate;
- ? Oral culture predominates - human contact and locally adapted training courses are essential for effective learning;
- ? Strong regional frameworks and actors exist (but coordination required);
- ? Training and exchanges improve regional solidarity; and
- ? Evolving role of guards still anchored in policing approach rather than ambassador/communication/local development approach (eg separate the police and education roles).

Gaps in the current training system

- ? How to find out who can train and on what ?
- ? Lack of initial training on PA management;
- ? General lack of PA focal points for training and of national training strategies;
- ? Limited definition of basic job requirements (skills, attitudes, motivation);
- ? Limited definition of tasks, responsibilities and functions;
- ? Lack of training also for local people/stakeholders;
- ? Lack of training for wardens/guards; and
- ? No quality certification for existing training courses.

While all the PA staff need to be trained, until now most of those who have been trained are senior management staff., the training needs of field-based guards/rangers/wardens are rarely taken into account.

Regarding how training for PA staff is conceived and applied in the Mediterranean, it is clear that training should be conceived through a systemic approach including three different and interconnected components (Box 3).

Box 3 Components of training programs

✍ Identified and recognized jobs for PAs



✍ An initial training (tertiary education) adapted to these jobs



✍ Professional on-the-job training accompanying the evolutions of these jobs

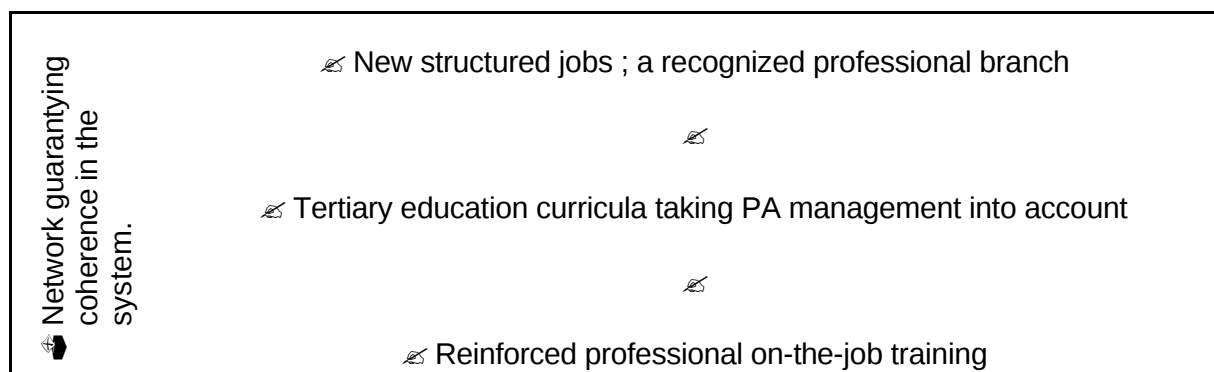
However, this kind of approach is extremely rarely, if not never applied. This is mainly due to the fact that each of these components are not in the hands of the same actors, and that components ✍ and ✍ can be revised only through heavy and long institutional processes involving several ministerial departments.

Component ✍ being the most flexible, most of the training effort as been focussed up to now on professional training. But professional training alone, not included in a coherent training system, can't guarantee the necessary capacity building for an effective management of protected areas in order to face the challenges identified above.

Currents needs to face future challenges ; the basis of a strategy

Drawing upon the facts mentioned above, it appears necessary to ensure that PA staff capacities are enhanced through a systemic approach, taking into account the main weaknesses identified and based on anticipated vision of PA management evolutions.

It is therefore proposed to set the basis of a strategy on the three main components of the training system described above, and adding one key transversal component : networking.



It is crucial to work on these four components in a simultaneous and concerted way. The proposed actions for implementing each of these 4 components are described below.

This training strategy should also look for an increased role of PAs in the in-situ conservation and sustainable development of territories through :

- an interdisciplinary approach, ensuring that the diverse tasks of PA staff are covered,
- an increased interaction with the various local actors,
- using PAs as experimental areas.

1. Management institutions and PA jobs are structured ; tasks and responsibilities are defined

As the management of PAs becomes more and more professional, specific, similar jobs tend to appear and converge in the various PA management institutions⁴ of a given country (e.g. Ranger, Head of Science/ surveys/ Monitoring...) although they rarely hold the same title, neither the same level of responsibilities or autonomy. For some of them the general frame of their jobs turns from surveillance to local development, from control of prohibited activities to participatory management.

For adequate definition of training needs, it is essential to define the tasks that each individual staff position in a protected area is responsible for, prior to identifying how an individual training opportunity can assist that staff member to meet his/her assigned objectives. Not everyone can, or should, be trained in all aspects of PA management, but training should focus on assisting staff to do their jobs properly and to a high standard, from field wardens or guards right up to Director, everyone has a role to play, and increased performance will come from assisting each level to fulfill their functions correctly. Unfortunately many countries lack well-structured definitions of each persons role and tasks, which leads to duplication and inefficiency, perhaps also to staff doing what interests them rather than performing the role assigned to them. In some countries there may be so few staff resources that individuals are expected to be polyvalent "miracle workers", able to address many different tasks simultaneously.

A key prerequisite to establishing effective professional training is to define the individual roles and functions precisely, and then to meet those needs through a structured training approach. National comparisons across the various PA management institutions enables the description of specific jobs that occur in many types of organizations, and to highlight what should be their precise roles and responsibilities, in connection with other staff. This also allows easier professional mobility between administrative structures by simplifying job comparisons, and thus better promoting interchange of practices and experience.

This requires a strong commitment from the national authorities in charge of PAs. Supra-national organizations and funding agencies should propose incentives to promote and support such commitment.

2 - PA management is integrated into tertiary education curricula

Traditionally Mediterranean PA managers have a forestry or agriculture background, rarely complemented by formal training on PA management. Also, this initial training does not take enough into account the many other skills that managers require to face the challenges inherent in PAs management. Many staff join a protected area management body without any formal initial training in this field. They therefore learn from peers and colleagues, and from their personal experience rather than being made aware of the basic issues in their student years. Most countries rely heavily on forestry schools as a basis for tertiary training in this sector.

An interdisciplinary approach and an open access to other sectors (economic and social sciences, tourism, communication...) are necessary within initial training curricula and the

⁴ For example, National Parks which may be managed nationally, and Regional Parks that may be managed regionally.

need to establish a general common basis for technicians and wardens can also be considered as a priority in this field.

Professionals involved in natural resource management would also benefit from exposure to formal teaching on PAs and their management.

There would therefore be considerable advantages in developing a standard 3 or 4 week module on the principles of Mediterranean protected areas management that could be made available to appropriate forestry and agriculture schools in the region, and incorporated in their curricula. There may also be a regional role for tertiary training organizations active at the Mediterranean scale (e.g.: CIHEAM (Centre International de Hautes Etudes Agronomiques Méditerranéennes), through its centers in Montpellier, Bari or Crete).

In this way, PA staff would already arrive in a management structure with some knowledge of the subject, and in addition even foresters not working with PAs, but required to interact with them in their daily professional life as a forester would also be sensitized to PA issues.

This objective requires the commitment of national institutions (Ministries of Education and Research...) as well as of initial training schools (especially forestry and agriculture). Here again, supra-national organizations and funding agencies should promote and support these initiatives from national or local organizations.

3 - Professional on-the-job training is reinforced

Management methods, approaches and tools rapidly evolve as new management issues appear. It is therefore vital for PA managers to keep themselves up-to-date on these evolutions. Therefore, an efficient system for permanent, professional training is necessary. Professional training has been available in the Mediterranean region through a network of training institutions that have offered training courses through regional or national projects. As part of this, on-the-job training is recognized as a very efficient and flexible system that enables deeper interactions between trainees/ trainers, and a greater adaptation of the training contents to the real needs of the trainees. However, professional training should also involve PAs staff and representatives of the different stakeholders in territorial management (institutions, private organizations, NGOs...).

Until now, professional training efforts are mainly focussed on engineers and stakeholders with capitalization of training modules on key issues, able to be transferred and adapted throughout the region. Success stories related to new ways of training either those related to training of technicians and warden or to training of trainers are not sufficiently disseminated. Vocational training could also be reinforced by establishing a certification process recognizing good training capacities of training institutions. There is also a need to assist the transition of the traditional policing approach of guards and rangers towards attitudes that can assist in local development and the improved integration of local people in PA management.

The main Mediterranean institutions involved in training for natural areas management have met on 3 occasions to try to structure regional training programs tailored to the demands of PA staff in the region. They recently met in Montpellier in January 2003 and developed the outline of a professional regional training program, identifying the roles of individual institutions. This is outlined in Annex 3.

This objective can be reached through the involvement of the various public or private training organizations and the institutions in charge of Pas, with the support on supra-national organizations and funding agencies.

4 - Networks are developed and structured

This is a key cross-cutting issue, required to support the emergence of the three items above.

As training initiatives at Mediterranean level have emerged over the last 5 years or so, a network is starting to be established, based around those institutions offering training programmes or courses, or undertaking definition of training needs or design of training materials. Further concerted action within this emerging network is required to ensure a strategic response to the region's training needs, as outlined in Annex 3.

The development of effective networks implementing this strategy requires :

- The identification of national training focal points ;
- The development of trainers exchanges in order to build common culture;
- The development of exchanges of training methods and tools;
- The transfer and the adaptation of the job and skills specification file (frame of reference) of the PAs professional community in the different Mediterranean countries.

The commitment of training organizations, institutions in charge of Pas management, supra-national organizations and funding agencies is necessary to support and reinforce the emerging networks.

Conclusions

Out of these four strategic orientations, the first two remains relatively weak throughout the region, and non-existent in many countries. They are however just as essential, specifically when the PAs professional community is small. A strong emphasis must be put on these components which lay the foundations of a wider training system.

The third has been widely addressed, with varying degrees of success, in many countries through either dedicated training institutions, or through courses organized as part of major PA management projects (funded by EC, GEF etc). The different partners involved in this field must reinforce their efforts and ensure the consistency of their activities with the evolutions of PA management challenges as well as with the evolution of PA staff jobs and initial training.

Finally, networking is a key component, with a real and strategic significance in this region where the feeling of sharing the same space, culture and destiny is so strong. The emerging Mediterranean training organisations network is already a great asset on which to build.

However, much remains to be done. And implementing the proposed strategy requires strong commitments from various organisations, not used to working together in a concerted way. Some of these organisations will have to undertake heavy and long administrative processes in order to adapt their practices to the new challenges. It is therefore essential that supranational organisations and funding agencies provide clear support and incentives in order to help all the partners to contribute to such a strategy, working along the same lines, in a clear and concerted way.

ANNEX 1:

Table 1 Initial estimates for numbers of protected areas and numbers of staff for some Mediterranean countries (to be completed).

Country	Number of PAs	Area (ha)	Estimated Number of staff working in PAs
Albania	54	166 000	80
Algeria	8 National Parks;4 Hunting reserves	45 237 278	548
Spain	90	nc	1500
France	3 500	1,800,000	3 000
Italy			3 000
Jordan	8		150
Lebanon	8	20,700	70
Morocco	7 National parks		50
Tunisia	10 National Parks		160
Turkey	28 National Parks		500
Serbia & Montenegro			3 500*

France : An estimated 800 people work in Mediterranean PAs in France - data include 2 700 "sites classés" such as Mont Saint Michel, Montagne Sainte Victoire...etc.

Spain : Partial data for 90 parks that responded to a questionnaire (1998). Europarc España pers comm.

** Violeta Orlovic, pers comm*

NB : As many countries have several networks of Pas, sometimes decentralized, it is challenging to reach definitive figures

ANNEX 2:

Conclusions from Montpellier workshop

Box 1 What will be the main areas of change in the role, function and management approach of protected areas likely to occur in the next 10 years ?⁵

Over the next 10-years protected areas managers will need to address more fully:

1. Human pressure

2. Local community participation

- management plan as a driving force for development of surrounding communities.
- participatory approach

3.Socio-economic development (local and national)

- alternative sources of income and specialised jobs

4.Quality of life issues

- equity, peace, ethical and spiritual values

5.Promotion of life-support values

- integration of global issues into local management, reduction in climate change

6.Ecosystem approach with a special attention to marine ecosystems

- functional approach, bio-regional scale, Eeconets

⁵ As developed at the meeting of training experts in Montpellier Jan 2003.
http://iucn.org/places/medoffice/Documentos/Montpellier_conclusions_EN.pdf

7. Conservation of cultural diversity

8.Capacity building

- international model , networking between protected areas

9.New technologies and scientific know-how

10.Adaptability:

- staff to change, multi-functions

11.Integration of policies and effective management tools

12.Communication with wider public

- intensive communication with the public

13.Broader education and awareness

- stronger impact on curricula

14.Financial sustainability

- protected areas as privatised centres

New skills needed to address the key issues identified in box 1

1. Human pressures

- Evaluating carrying capacity
- Analytical skills ,
- Developing networks of expertise
- Drawing up a management plan
- Commitment to participatory approaches and conflict management
- Fundraising capacity
- Knowledge on project cycle : project design and project implementation

2. Local community participation

- Communication, facilitation and conflicts resolution skills
- Developing socio-economic surveys
- Participatory rural appraisal and participatory planning
- Establishment of local committees for the implementation of the project activities
- Knowledge of local communities and communities wishes
- Understanding of local decision making processes
- Awareness of legal processes
- Education/awareness raising skills
- Implement training interventions
- Analytical and adaptive management skills

3. Socio-economic development (local and national)

Generic skills:

- Communication, strategic thinking, creative thinking, negotiation and delegation

Specific skills:

- Baseline economic surveys
- Evaluation of site potential values
- Planning socio-economic programmes
- Project development and management
- Feasibility studies
- Financial management
- Business planning
- Marketing products
- Fundraising
- Knowledge base
- Basic economics
- Potential economic values of protected areas
- Local economy/traditions/culture

4. Quality of life issues for local communities and visitors

Skills:

- Communication, environmental education, interpretation (raising awareness of visitors), facilitation and negotiation to enable participation, consciousness raising, social, cultural and economic analysis, development partnerships, sustainable development planning

5. Promotion of life-support values

- Knowledge of natural resources and functions
- Knowledge of traditional human activities
- Communication skills (interpretation and education)
- Developing a sustainable model : Agenda 21 – best practices from the past 10 years
- Leadership skills : practice what you preach
- Promoting protected areas as best example of sustainable ecosystems

6. Ecosystem approach with a special attention to marine ecosystems

- Knowledge of ecosystems and their functions
- Ecosystem mapping
- Ecosystem management
- Implementing survey, surveillance and monitoring systems
- National and international networking
- Knowledge of languages
- Knowledge of the area, its challenges and the involved stakeholders
- Analytical capacity
- Communication, negotiation, animation and awareness skills
- Ability to organise and animate meetings

7. Cultural diversity conservation:

Generic management skills

- Strategic thinking
- Negotiation
- Analytical

Specific skills

- Socio-cultural-economic survey
- Advocacy skills
- Formal and informal education/awareness

8. Capacity building

Generic skills

- Analytical, evaluation, organisation, communication, teaching and training, human resources management, strategic planning, networking

Specific skills

- Training needs assessment,
- Dealing with disabled users

Knowledge base

- Training engineering
- Management tools
- Subjects/topics

9. New technologies not necessary high technologies

For people

- Tele-jobs, Tele-cottage
- Internet
- Organic agriculture
- Alternative energy

For managers

- Environmental impact assessment
- Geographical information system
- Monitor visitor and nature
- Internet
- Organic agriculture
- Alternative energy
- pollution management
- E-learning
- Education / communication

10. Adaptability for staff:

Agency

- Continuous training
- On-site monitoring evaluation (performance and feedback)
- Adaptive management
- Create incentive skills (self motivation)
- Communication and interpretation

Employees

- Psychology
- Interdisciplinary skills
- Managing changes
- Create incentive skills (self motivation)
- Communication and interpretation

11. Integration of policies and effective management tools

- Management skills
- Managing changes
- Communication skills and knowledge of ways to communicate
- Understanding policies
- Evaluation and monitoring adaptive management
- Transparency willingness
- Strategic planning

12. Communication with wider public

General skills

- Communication
- Advocacy, campaigning, lobbying
- Organisational skills
- Networking

Specific skills

- Presentation and interpretation skills
- Marketing
- Publication design
- Event organisation and management
- New technology skills
- Defining audience and target groups

Knowledge base

- How the media work
- Lines of communication

13. Education and awareness

Who for: public, visitors and who does: staff, institutions, stakeholders, partners

Skills

- Environmental education (formal and informal)
- Education for Sustainable Development
- Communication : internet, media (TV, radio, newspaper), interactive, participatory, campaigns, advertising.
- Interpretation
- E-learning

14. Financial sustainability (acceptance of declining protected areas funding)

- Financial planning and management including: waste reduction, evaluation of results
- Preparation of project fund raising oriented
- Organising partnership: how to identify and create team
- Working with private sector: putting a value(s) on uniqueness of protected area and park branding with local products
- Generating tourism.

ANNEX 3 ***Logical framework for capacity development⁶ through professional on-the-job training as a contribution to sustainable development***

This logical framework was identified in the Montpellier, Jan 2003 meeting of training experts and focal points.

(PA = protected areas or natural areas on the way to be legally protected)

	What will be achieved ?		Indicator of success	Means of verification	Assumptions and risks
Principal objective	To enable managers of Mediterranean PA's to raise their skills on applying sustainable development successfully on the ground.		Long term viability of sustainable development projects.	Evaluation process throughout the programme	
Operational objectives	I- To implement training courses to raise skills needed for good sustainable development practices in Med PAs.		The demand of attending training courses addressing "skills used for good SD practices in Med PAs" is increasing.	Incorporation of re-designed materials into the training programme delivered by the partners. Training of trainers	
	II-To stimulate networking between Mediterranean training organisations and among managers of Mediterranean PAs		Knew relations are initiated	Number of joint activities.	
Outputs⁷	ATEN	I.1 The activities of the 6 partners are co-ordinated for the year to come	Cluster communication Operational legitimacy	Regular reports on project implementation (work-plan, methodological guidelines..) The co-ordinator is clearly identified and got a commitment to allocate the necessary time and resources to this task	Effective commitment of partners Adequate financial resources to coordinate the action
	ATEN	I.2 The level of knowledge and skills used for good sustainable development practices in Med PAs delivered to newly-appointed staff is identified and quantified ("prise de poste")	Use of the recommendations.	Publication with results and recommendations from the investigations done in at least 2 different countries.	

⁶ **Capacity development** is the process by which individuals, organisations, institutions and societies develop abilities (individually and collectively) to perform functions, solve problems and set and achieve objectives. (source: UNSP, Management and Governance division, Technical advisory 2, 1997).

⁷ **Outputs** : A contribution will be given by the 6 partners to the development of the database and the training platform within the IUCN Centre Med Co-operation web site and for the design, development and trials of pilot modules for different targets.

	PANGEA	I.3 The knowledge and skills used for good SD practices in Med PAs are integrated in the training material on “Education for Sustainable Development”	Better knowledge of the state-of-art of training for SD in Med PAs Availability of new modules for raising the level of knowledge and skills needed for good SD practices in Med PAs Good SD practices are highlighted	Training material on “Education for sustainable development” Number of training courses Number of Mediterranean PA staff and other environmentalists trained Feedback from participants	
	RSCN	I.4 An orientation workshop organized with ATEN for all network focal points on sustainable development in protected areas and what it means in practice. I.5 The knowledge and skills used for good SD practices in MED PAs are integrated into the training content and materials of RSCN's regional capacity building program in the Middle East and North Africa.	Good SD practices are highlighted	Training material including knowledge and skills used for good SD practices in MED PAs	
	TAIB	I.6 The knowledge and skills used for good SD practices in Med PAs are integrated in the training material on “Practical Conservation Management, Biodiversity and Environmental Change” international field training course programme at the Parc naturel de s’Albufera, Mallorca.	Good SD practices are highlighted	Training material on practical Conservation management, Biodiversity and Environmental Change, Number of training courses, Number of Mediterranean PA managers and environmentalists trained, Feedback from participants,	
	TOUR VALAT du	I.7A training module on “Integrated management plans” is developed and tested	Managers trained are able to modify their practises towards better SD	Training material on “Integrated management plans” Number of training . courses held and of trainees 6-month post-course evaluation (managers interview/ questionnaires) on change of practises	Need to agree on what is “the’ approach to SD to promote in Training module, and on principles general enough to be valid for the Med., yet precise enough provide guidance to inexperienced manager
	FORMEZ	I.8 Knowledge and skills used for sustainable development are integrated in the process on environmental strategic planning and assessment.	Availability of training activities aimed at improving skills for good SD practices Master on <i>Environmental strategic planning & assessment (1000 hours)</i>	Specific handbook and materials on the environmental strategic planning & assessment and SD; Number of training course for Pas Number of assistance and advising activities for Pas.	
	IUCN Centre Med coop	II.1The interested partners (educational institutions / training organisations) are identified.	Better knowledge on “who is doing what?”	Database = Updated portfolio Group address e-mail list	Commitment of all participants feed the database.

	IUCN Centre Med coop	II.2 A training platform is created on the home page of the IUCN Centre Med coop web site	Access and exchange of information on capacity development resources.	Number of internet connections to the training platform	
	IUCN Centre Med coop	II.3 The project is promoted among IUCN and international forums dealing with Mediterranean protected areas	Dissemination of the project activities outside the Mediterranean limits.	Presentation about the programme as part of the agenda of the Murcia conference and Durban World Park Congress.	
	IUCN Centre Med coop / ATEN	II.4 The project is budgeted to be submitted to key funding agencies.	Financial support.	Number of professional contacts with Funding agencies.	

Acronyms :

- Atelier Technique des Espaces Naturels **ATEN**
- IUCN Centre for Mediterranean Cooperation **IUCN C.Med.C**
- Istituto PANGAEA-ONLUS, **PANGAEA**
- The Albufera International Biodiversity Group, **TAIB**
- Station biologique de la Tour du Valat, **TdV**
- Royal Society for the Conservation of Nature, **RSCN**