

Needs assessment document

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PROJECT SUMMARY

This needs assessment is part of the Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action: Strategic Partnerships

Field: Strategic Partnerships for adult education

Project Title: Increasing competencies through education in protected areas

Did you always wanted to learn (again) how to light a fire without matches? To pick the right plants and turn them into an eatable and enjoyable dish? Or to build a shelter out in the woods to stay dry and safe for a night? All this sounds like nature camps for young people, but wilderness trainings exists for adults too, in different forms all over Europe.

Strictly protected areas are essential places to safeguard our European Natural Heritage and also a source of increasingly valuable biological and ecological information for scientists and the public, to whom wilderness offers wide educational opportunities and a strong emotional experience.

So there is a lot to learn from protected areas, and the interest amongst adults for on-going training programs on wild flora, fauna and natural habitats and also on how to behave in and how to experience wild places is high. Some protected areas have started to fill the gap of offer and demand, and propose training courses.

The European Wilderness Society and three partner NGOs have pooled their experiences in adult training and recently started an EU project that aims to bring fundamental changes in the public attitude towards wilderness by educating them about the various benefits of wilderness and its importance. Project partners will look into existing wilderness education practices, encourage the exchange of best-practices amongst countries and protected areas, and field test innovated curricula of education programs.

The outcome of the 2-year Erasmus-funded EU project will be a best-practice module on wilderness education methods for adults, as well as guides for professionals and private interest groups resuming the existing training offers.

Through the project, all partners aim to strengthen adult key competencies, increase the public interest for and understanding of wilderness and thus help nature protection. In the sincere hope to link our ties to nature again, and why not through a self-made meal prepared in a highly enjoyable natural surrounding?

PARTNERS

Four expert NGOs worked together on this project whereas each of us had different responsibilities.

Partner Mountain Wilderness (FR)

Mountain Wilderness (MW) was established in 1988. It is recognized as a non-profit association for the public utility. The purpose of this non-profit organization is to unite the alpinists and mountain lovers throughout the world for the defence of the mountains and their natural richness. Its goal is to preserve the most strictly protected areas for the benefit of present and future generations – visitors of wilderness areas.

Partner Wolf (SK)

WOLF Forest Protection Movement

Lesoochránárske zoskupenie VLK (WOLF Forest Protection Movement) is probably the most well-known Slovakian NGO with a principal focus on wilderness protection and education. Its activities are aimed at achieving an ecologically stable landscape of north-eastern Slovakia by preserving unique natural forests of the Eastern Carpathian Mountains and adult education in this field. The activities include education of volunteers and public, field monitorings and trainings, advocating for better environmental legislation, promoting close to nature forest management at local and regional levels and contributing to the national awareness raising programs at the WOLF centre.

The WOLF Forest Protection Movement is an environmental non-governmental organization working to preserve natural forests in Slovakia since 1993. At the end of 2015 it had 735 registered members and more than 4,000 supporters.

WOLF has developed a variety of strategies to stop the destruction of natural forests by working at all levels - regional, national and international. All activities are conducted within the framework of four main programs: Save Forests, Save Predators, Gaia – Our Home, and ABIES - WOLF's Publishers.

The main priority of the Save Forests programme is the creation of a network of so-called evolutionary forests – forests with no human intervention, in which only natural processes are allowed to unfold. It is achieved by proposing private or state nature reserves in rare Slovak forests or even by their lease. 160-hectare rare forest in the Sucha dolina (Dry Valley) Nature Reserve in the Tatras National Park has been saved from logging under a 40-year lease paid by WOLF. So far 870 hectares of new or extended nature reserves to protect ecological processes have been already declared including two private nature reserves (PNR) owned by WOLF – Wolf PNR in the Čergov Mountains and Lynx PNR in the Strážovské Mountains - proposals for 4 new reserves (total area 4,836 hectares) have been submitted to relevant bodies and proposals for other 3 nature reserves (11,000 hectares) have been prepared.

WOLF's participation in so-called administrative proceedings concerning requests for intervention in the most strictly protected nature reserves and national parks has helped protect them in a significant number of cases from application of pesticides,

from logging, hunting and other destructive planned activities. Halting logging in the best wilderness area in Slovakia in Ticha and Koprova valleys in the Tatras NP, clearcut logging of natural forests in the Belianske Tatry NNR in the Tatras NP and planned implementation of 234 clearcuts in natural forests of the Polana PLA along with new nature reserves preserving natural processes has been so far the most essential for the creation of the evolutionary forest network in Slovakia.

Save Predators programme is aimed at protection of the most threatened predators typically resident in natural Carpathian forests - wolf, lynx, bears, with a special focus on obtaining year-round protection of wolves and halting the co-called 'regulated' killing of bears. In 2015 significant success in the protection of wolves was achieved, e.g. group wolf hunting is prohibited, areas with full protection of wolves are extended.

Other inevitable WOLF's activities include monitoring forests for illegal activities and their halting by various legal means; influencing legislation towards better protection of protected and rare forests and full protection of wolves and influencing forest management plans towards close-to nature management in commercial forests; running a full range of activities to reach out to the public, e.g. unique Gaia educational seminars in natural forests, public lectures, information stands in Slovak cities, exhibitions including the photo exhibition In Wilderness is the Preservation of the World, creation of a new type of educational geocaching nature trails without any destruction of the landscape, publication of ecological books, informative and educational materials in the ABIES publishers.

All the WOLF's activities are done bearing in mind that people should have free access to these non-intervention wilderness areas - to be able to watch how nature does its job there: "Let people move freely in nature – let nature be free".

Partner Hnutí Duha (CZ)

Hnutí DUHA - Friends of the Earth Czech Republic, the Czech member of well-known Friends of the Earth International, is an environmental non-governmental organization with 25+ employees, hundreds of volunteers and thousands of supporters. Being the largest environmental NGO in the Czech Republic for over 20 years, HD has contributed to solving modern environmental and civil society challenges using activities ranging from local to national and EU level. Hnutí Duha is a organization with more than 25 employees, hundreds of volunteers and thousands of supporters. Being the largest environmental NGO in the Czech Republic for over 20 years, HD has contributed to solving modern environmental and civil society challenges using activities ranging from local to national and EU level. Annually, we educate over 600 adults and our media outputs reach hundreds of thousands of people (confirmed by press monitoring). The organization has 10 local groups and it is divided into four program units covering the following agenda: 1. Forestry Program works on protected areas, education of adults and staff from other NGOs, biodiversity protection, environmental forestry and forest management. 2. Energy Program focuses on energy efficiency and renewable energy sources and raising public awareness on climate change issues. 3. Sustainable Consumption Program deals with local farming support and sustainable consumption in the Czech Republic. 4.

Waste Management Program monitors recycling legislation, educates adults about issues of waste prevention and recycling and co-operates with municipalities.

In the Forestry Program, HD focuses on three main aims: promotion of nature and wilderness protection and education of adults about protected areas that strengthens key competences, rising awareness of the public about nature protection and the science behind it, promoting healthy forest management and on long-term protection of large predators: lynx, wolf and bear. It cooperates with other bodies involved in wilderness protection and education such as Bayerischer National Park, Germany and World Wildlife Fund.

The Forest Program specializes in intensive workshops, camps and seminars and develops innovative methods of wilderness education, including public awareness raising. It regularly publishes education information materials and it is very active in media.

Due to the fact that HD is a leader or a partner in several international EU-funded projects focusing on adult learning, awareness raising and dissemination, it has sufficient skills and capacities in organizing, management, implementation and evaluation of largescale projects. Also in its history HD has carried out a number of significant projects at national level which brought new approaches to the public and volunteer education and awareness rising.

Partner European Wilderness Society (AUT) European Wilderness Society

The European Wilderness Society (WS) is currently the only organization in Europe solely focusing on preserving wilderness within existing protected areas on a European scale. The organisation brings all stakeholders of Europe's wilderness areas together. It employs a comprehensive approach to meet the complex ecological and social needs of Europe's protected areas. Their team members have participated in the organisation of a series of trainings for wilderness area managers between 2009 and 2010 across Europe. These trainings were focused on the management of visitors and improving interpretation services. The European Wilderness Society is the only Pan-European, wilderness and environmental advocacy non-profit organization with a dedicated multi-cultural and inter-disciplinary professional team of wilderness and wildlife specialists, nature conservationists, researchers and scientists, tourism experts, marketing and business professionals, legal advisors and wilderness advocates whose mission is to:

- identify
- designate
- manage
- promote

European wild rivers, old growth forests and wilderness. The European Wilderness Society are also dedicated to the education of the next generation of Europeans on wilderness.

Pan-European Presence

The European Wilderness Society maintains offices in Spain, Slovakia, Germany, Brussels, Ukraine besides its headquarter in Austria.

WILDERNESS

every wilderness is nature, but not every nature is wilderness. A basic explanation and definition of a protected area like wilderness used for Increasing competencies through education in protected areas.

Identifying Wilderness

The European Wilderness Society identifies wild areas, old growth forest and wilderness with the help of local environmental organizations, governmental institutions and in direct contact with protected area managers. These areas are designated using the European Wilderness Quality Standard and Audit System (EWQA). The EWQA is based upon years of experience auditing, reviewing and consulting wilderness areas across Europe..

Managing Wilderness

The European Wilderness Society assists in the management process of these areas by providing management capacity building training programs in our European Wilderness Academy and by hosting conferences like the European Wilderness Days. The European Wilderness Society also evaluates the management effectiveness and offers specialized consulting addressing the specific needs of an area or its management team.

Promoting Wilderness

The European Wilderness Society also promotes wild areas, old growth forests and wilderness by an extensive communication strategy including: a weekly wilderness newsletter with interesting stories, background information, updates on European Wilderness Policy issues and inside information into numerous wilderness areas.

Publishing of a quarterly European Wilderness Journal in both a printed version and as an Ebook being mailed to more than 500 European Wilderness Advocates, Politicians and government employees. An extensive social media presence with almost daily updates numerous special interest and scientific papers on such diverse topics as sustainable tourism strategies, Natura2000 management techniques, Wilderness Educational curriculums. Our website is a one-stop-shop for information about the European Wilderness. If you would like to be kept up to date on the status of European Wilderness please register for our European Wilderness Newsletter or follow us on FB, and Twitter, or join our open LinkedIn group!

Get involved <http://wilderness-society.org/>

WILDERNESS INTERNATIONALLY

There are many protected areas in Europe

In general it can be stated that virtually no one abides by this definition. In addition Wilderness as a word does not even exist in most European languages. For example the French or Spanish language does not have an exact translation. In other languages like German the word is ambiguously used for a multitude of expressions. This complicates the needs assessment considerably. In general though, it can be said that wilderness in an educational sense is often used as a place holder for adventurous outdoor activities and survival training courses. The nature conservational aspect is just gradually entering the debate and the course material due to the efforts of NGOs like the partners of this project, but also due to the commitment of German and Austrian Government to dedicate 2% of their landmass to wilderness in accordance to the European Wilderness Quality Standard and Audit System.

Wilderness globally

Globally, wilderness is a natural environment that has not been significantly modified by human activity. It may also be defined as the most intact, undisturbed wild natural areas left on our planet, the last truly wild places that humans do not control and have not developed with modern infrastructure.

The principle global wilderness criteria are: Size, intactness, human population density and biodiversity.

Wilderness in Europe

Wilderness in Europe is rarely established by law or administrative acts and is usually hidden as fragments in some existing protected areas scattered throughout the continent. Typical for Europe is wilderness that is in various stages of wilderness continuum. The main features of these areas are that they have not been modified and human activity is restricted.

Increasingly wilderness is considered important for biodiversity, ecological equilibrium, conservation as well as solitude, inspiration, and recreation. In some European countries wilderness is deeply valued for cultural, spiritual, moral, and aesthetic reasons. Some people believe that wilderness is vital for human spirituality and creativity.

Wilderness in Austria

Austria contains excellent examples of European wilderness. HoheTauern National Park, Salzburg is one of the most ambitious protected areas in Austria to gain international recognition for wilderness.

Within Europe, the Alps are one of the most promising regions for both wilderness preservation and restoration (Fisher et al. 2010). Austria has a major share of the Alpine arc, 4,600 km², corresponding to 29% of the total mountain range thus it has

a high degree of responsibility for wilderness protection in this ecoregion. However, nature conservation in the Austrian Alps focuses on cultural landscapes.

There is a single, small wilderness area in Austria, that acceptable for IUCN 1b criteria (Wildnisgebiet Dürrenstein, 3.5 km²) representing just 0.04% of the national territory. Additionally, there are six Austrian national parks, three of which are located in the Alps (NPs Hohe Tauern, Kalkalpen and Gesäuse). Two of them are already members of the European Wilderness Preservation System with Hohe Tauern Wilderness and Kalkalpen Wilderness.

The core zones of Austrian national parks, totalling 1,598 qkm, or 1.9% of the national territory are non-intervention management areas which could qualify as wilderness. Yet, not all Austrian national parks have embraced the non-intervention management philosophy in their core zones. There is still a wide range of management approaches, from almost full compliance to the wilderness concept, as practised in Hohe Tauern Wilderness and Kalkalpen Wilderness, to an opportunistic approach, as in NP Gesäuse, where bark beetle management still takes place.

In other parks, true non-intervention management is only practised in parts of the declared core zones.

This situation has prompted WWF Austria in 2010 to set up a wilderness programme and to join forces with the Wild Europe Initiative. The long-term goal of WWF Austria is to achieve the full alpine wilderness potential and to have wilderness established on at least 10% of the national territory. To achieve this ambitious goal, it will need a twofold strategy: to designate new wilderness on unprotected land and to improve the quality and status of already existing non-intervention management areas. International support will be a crucial in both approaches.

From the outset, activities of the Wild Europe Initiative have provided essential support to wilderness work in Austria. With regard to national parks, the outcomes of the Wilderness Conference in Prague 2009 have substantially influenced the development of the new Austrian National park strategy.

Under the impression of the Message (poselstvi) from Prague, the Austrian Ministry of Environment has placed the idea of wilderness at the heart of the new strategy (endorsed in 2010), declaring that all Austrian national parks shall henceforth focus on ecological process management in their core zones. The establishment of strict non-intervention zones (explicitly referred to as wilderness) has been set as a clear and binding goal for all parks. The strategy also specifies that non-intervention areas shall make up no less than 75% of the national parks area, as required by IUCN criteria (Lebensministerium, 2010).

Although some Austrian parks conform to these requirements, the strong emphasis on ecological process management and the explicit mention of wilderness in the new

national park strategy have raised many practical questions about core zone management in most parks. This provides an excellent opportunity for the Austrian wilderness movement to promote and develop the wilderness approach, both within and outside national parks. Due to the advantage of their highly developed administrative structures, the national parks have become something of a Austrian wilderness laboratory, where wilderness management techniques and regulations are developed and tested.

As an example, the highly controversial issue of bark beetle management in protected areas is currently treated by a commission of the joint umbrella organisation of the Austrian national parks, which involves NGOs as well, among them WWF. The recommendations of this commission will set the standards for bark beetle management not only in the Austrian national parks, but also in future wilderness areas. Therefore, it is essential that the recent wilderness impetus of Austrian national parks, receives further support, both from the Austrian and the European wilderness movement.

LONGING FOR WILDERNESS

The interest in wilderness and Nature has grown rapidly in recently. This offers new opportunities for educational work. National parks and other protected areas and certified wilderness are facing the challenge to take up the longing for wilderness with attractive educational opportunities to attract visitors to protect wilderness nature. In this key topics can be taught sustainable development. Under the motto 'let nature be nature' opens the wilderness training new perspectives on the human-nature relationship, the value of biodiversity and the importance of personal lifestyle for Mitweltschutz. In self-image and in the educational concepts of many German national parks and other protected areas, these potentials reflect far however, does not adequately. Experienced Wildernessbildungs- and conservation experts and experts show how the original Wilderness nature can be linked with education effectively key issues of sustainable development. Here you focus on practical projects

EDUCATION IN AND ABOUT WILDERNESS AND PROTECTED AREAS

Educating the next generation and the current generation about wilderness and protected areas

In addition to the regular communication strategy, a special focus lies on educational programs aimed at the next generations. We develop together with protected areas school programs, outdoor experience wilderness camps, produce school magazine and visit schools. Education is a very important element to increase the public support for wilderness at an early age. The Educational Team of the European Wilderness Society therefore started right from the beginning in developing educational concepts and tools to be used in trainings, interactive workshops and school excursions.

One of the first projects was the publication of the European Wilderness Journal. Even though most people believe that electronic communication is sufficient, we quickly realized that printed documentation still plays an important role in the communication mix. The European Wilderness Journal covers in its 16-24 pages printed with a climate neutral printing process interesting background information from across Europe. The interest surpassed our expectations and we had to increase the print run from originally 250 copies to now 1000 copies and is read in 24 countries across Europe.

The role of protected areas centred environmental education involves fostering and environmental consciousness among visitor and local people and using environmental education as a tool of PAs management.

Communication should not only be information and education, but most of all to increase the knowledge about wilderness in order to decrease the fear of wilderness. Nobody should fear anything about wilderness, it only needs basic understanding of the wilderness concept. to reduce fear and to start the passion for wilderness.

Wilderness is a self-willed open lifetime process and as wilderness takes its own route in life, everybody should have the knowledge and self-esteem to take the own route so nobody can overtake you.

AIM AND DEVELOPMENT OF THIS NEEDS ASSESSMENT

The needs assessment document will be published as pdf on partners websites, in English. Twenty pages will concisely describe the current situation in lifelong education about strictly protected areas in EU countries. They will provide information baseline for the Best practice guide, a brochure each partner develops with a different content eg Hnutí Duha in Czech Republic: Nature protection and learning for adults, Wolf in Slovakia: booklet about wilderness protection, raising awareness of adult learners European Wilderness Society in Austria: material about nature protection and adult learning. Mountain Wilderness in France: education brochure for adults about wilderness in France and how to protect it. These Brochures are used as a promotional tool to raise awareness of Tourists, tourism operators, trip organizers about the aim of the project. Each brochure is written in the language of the country. As for the catalogue and the guide of best practices, it aims at being distributed through tourism operators, in wilderness areas (parks...), through actors of wilderness education, and on the organizations' websites.

The needs assessment is also basis to the catalogue and if feasible, provides recommendations about increasing types of methods used in national scale in particular country.

NEEDS ASSESSMENT QUESTIONNAIRE

In order to get the information we developed a multi-lingual questionnaire in order to analyse wilderness education training methods in Europe. As all partners sent out this questionnaire to learn about the current situation in lifelong education about strictly protected areas in European countries for our guide and for our catalogue and in order to provide recommendations about increasing types of methods used in national scale in a country.

The questionnaire consists of four parts:

A questionnaire was developed.

Questionnaire method:

- via contact to other organisations
- conduct research state by state by partner
- invite other relevant organisations to join in research
- might provide recommendations about increasing types of methods used in national scale in particular country

Questionnaire design to identify:

- wilderness areas used for adult education
- current state of (wilderness) education methods in EU
- used methods for education for guide services, info centers, volunteer camps to increase key competencies
- to determine characteristic of method
- gaps of methods
- understandable education material for visitors
- organisations for adult education in wilderness areas
- provides intensive training and info for needs assessment

Format:

Elektronical

First part information about the PA

Name

IUCN Category

Other protected status

Number of employees

Short description of special characteristics

question	notes
Part 1: Information about the Protected Area	
Name of the Protected Area	National Park Hohe Tauern
IUCN Category	II
Other protected status	please tick
	Other (please specify, eg. EWQA, national reserve, ...) :
Number of employees	
Short description of the areas' special characteristics	primeval Alpine landscapes, glaciers, rock faces and
Map of the area	add map or insert a URL where the map is available
Please provide some characteristic landscape photos (these pictures will be used to promote your area)	add photos (jpeg or png min. 2000 px at 300 dpi) including copyright or insert a URL where photos are available

Second Part: general PA contact information

used to promote your area)	
Part 2: General Protected Area contact information	
Website address	www.hohetauern.at
General Email address	nationalpark@salzburg.gv.at
Postal address	Street address
	Postal code
	City
	Country
Phone	#BEZUG!
Logo	(eps or adobe illustrator vector graphic)
First Name of Director	Dipl.Ing. Wolfgang
Last Name of Director	Urban
Email of Director	wolfgang.urban@salzburg.gv.at
Phone	(+country code xxxxx xxxxxx)
Name of contact person responsible for education	please indicate - if existent - a contact resp
Email of education contact	

Third part: information about education on wilderness

Title of the education activity	
1	Part 3: Information about the education on wilderness
2	Title of the education activity Naturerleben - im größten Klassenzimmer Österreichs
3	Content of the education please tick one or more
4	
5	
6	
7	
8	
9	
10	
11	
12	other (please specify) :
13	please tick one or more if relevant
14	Within your training education, do you offer....?
15	
16	
17	
18	Please specify localization and theme of the point(s)
19	
20	Please specify localization and theme of the point(s)
21	We propose the course because...
22	Overall goal and vision of the education
23	We aim to reach the following with the course...
24	We hope to reach the following effects for wilderness...
25	We hope to reach the following effect for the participants...
26	Which training methods related to wilderness you consider useful?
27	Which training methods related to wilderness haven't worked?

Forth part: Specifications of eudaction

Part 4: Specification of the Targeted public		
Targeted public	please tick one or more	
	adults	
	children	
	families	
	NGOs	
	cooperations	
	teachers	
	consultants	
	therapists	
	guides	
trainers		
other (please specify) :	individuals with personal interest	
How many courses do you offer per year?	upon request	
Structure & Quality of the course(s)	When (month) do the courses take place? Please indicate if the course is season-dependant (only in summer / winter / ...)	upon request
	Duration & costs of the course(s)	0.5 day, 1 day, 2 days
	Location of the training	National Park
	Number of participants (average number of participants, maximum number of participants)	one class
	Language of the course(s)	german
	Do you issue a training certificate? If yes, which one?	no
	Did you get a certificate / award for your training / education course(s)? If yes, which one?	
	Information about of the trainer and/or the training organisation	
Name of the independant wilderness training organisation (if relevant)		
Address (web or postal) of the independant wilderness training organisation (if relevant)		
First name of trainer		
Last name of trainer		
Number of employees		
	Part time employee	
	Full time employee	
	External/Consultant	
Certification of the trainer		
Qualification requirements of trainer		

Minimising Visitor Impacts to Protected Areas: The Efficacy of Low Impact Education Programmes

Protected area managers, tourism providers, and other organisations commonly employ education programmes to address visitation-related impairment of natural and cultural resources, social conditions, and neighbouring communities. These programmes have different names (Leave No Trace, Codes of Conduct, Environmental Guidelines for Tourists) but share common objectives: to sustain opportunities for high quality visitor experiences while avoiding or minimising associated negative impacts to protected area resources, visitor experiences, and park neighbours. Theoretical and empirical research studies in the United States are reviewed to evaluate the efficacy of educational efforts that seek to encourage adoption of low impact behaviours. Findings reveal that most of the visitor education efforts evaluated did effectively alter visitor knowledge, behaviour and/or resource and social conditions in the intended direction. These findings, including discussions of message content, delivery, audience characteristics and theoretical grounding, provide insights for improving the efficacy of future educational efforts.

QUESTIONNAIRE ANALYSIS

Questionnaire analysis – wilderness education across Europe

European Wilderness Society – coverage Austria, Germany, UK:

Analysed were protected areas and individual education institutions in Austria, Germany, and the UK. A total of 11 questionnaires were completed, of which 6 from Austria, 3 from Germany and 2 from the UK. Out of the 6 respondents from Austria are 4 protected areas (Kalkalpen, Hohe Tauern, Dürrenstein and Gesäuse) and 2 education institutions; for Germany there are 2 protected areas (Kellerwald-Edersee and Königsbrücker Heide) and 1 institution, and for the UK 2 education institutions. The concept of wilderness as to where “nature can be nature” has been started within Germany in the Bavarian NP, and is spread as a management concept throughout other national parks, namely the Kellerward-Edersee NP, the Harz NP, and the Eifel NP. In general it can be concluded that all 16 German National Parks will establish 30 years after establishment that 75% of the area should follow a non-intervention management in accordance with the IUCN category 2 guidelines. Included here is the Kellerward-Edersee NP which offers wilderness outdoor days with overnight biwaking experience to youth groups and school classes. The natural protected area “Königsbrücker Heide” in SE Germany, former military terrain, also offers guided walks and interpretation tours by electrical buses into their wilderness area. “Wilderness schools” as independent education institutions are wide-spread throughout Germany, and the offer and demand within the general public for these week-end or weekly courses are high. Most also offer one-year (some up to 4 year) long professional trainings for “wilderness trainers / educators” and follow the coyote

teaching methodology. The analysis includes the biggest school Wildnisschule Wildniswissen (<http://www.wildniswissen.de/>) which offers a wide variety of courses in different locations in Germany and also in Austria. The many more wilderness schools in Germany are listed under the wilderness schools platform www.wildnisschulenportal-europa.de.

The Austrian National park strategy states that 75% of all Austrian national parks should follow a non-intervention management in accordance with the IUCN category 2 guidelines, and the Kalkalpen national park has adopted wilderness as key concept since 2007, also in its communication and education activities. Wilderness courses are offered to adults, families and children as week-end courses, as well as 6 wilderness related education trails. NP Hohe Tauern also includes wilderness into its mainly water concentrated education activities. A couple of independent wilderness schools teach individually to adults and youth, of which the Überlebensschule Tirol and the Wildnisschule Wildniscamps are included in detail to our analysis. Besides wilderness awareness and knowledge, they offer handicraft lessons and survival techniques.

Wilderness courses are less spread over the UK. No wilderness focussed courses were found in the UK national parks, and wilderness or outdoor education relates more to survival courses taught in independent institutions. The two largest schools, Woodland Ways and the Survival School are included to the analysis. Another independent wilderness school Wild Nature in Southern England (<http://www.wildnature.org.uk/adults.html>) offers courses to adults to explore wild nature and to engage with ancient practices and skills.

Hnutí DUHA (Friends of the Earth Czech Republic)– coverage Czech Republic, Norway, Croatia, Finland, Sweden:

Altogether we filled 11 questionnaires out. One is from Czech Republic, 2 from Norway, 2 from Croatia, 3 from Finland, 3 from Sweden. Altogether there are not many organizations in these countries which would connect wilderness and education. The most of the organizations that are focused on education in wilderness are apparently in Norway, the least number is apparently in Croatia. All National parks in Czech Republic offer tour guiding into nature provided by the employees, but unfortunately none of these parks had the interest to fill the questionnaire out. However majority of the organizations offer sport, experiences and the concept of education serves more like an addition. Before the questionnaire investigation there was an online research of the organizations that are engaged in the education in wilderness. To this research there were included also organizations where the education is only a secondary concept of their activities. This research showed that from all of the countries we were investigating Norway has clearly the biggest number of organizations focused (partially or totally) on the education of adults in wilderness (23 organizations including management of National parks).

Interesting organizations that could be potentially included in the Catalogue or Guide of best practice:

Czech Republic- CK Neužil

Finland- GPS tours

Croatia- Lindenretreat

Sweden- Njord (despite the fact that it is concerned about sport activity (kayak), they promote principles of Leave no trace)

Norway- AWE , <http://www.awe.no/en>, (unfortunately this organization did not fill the questionnaire out)

Mountain Wilderness - Survey of wilderness education in France, Italy and Spain:

For France, 18 questionnaires were filled in by stakeholders involved in nature education. Most of the stakeholders are institutions working for the protection of natural areas (regional natural parks, national parks, Natura 2000 sites...) which organize educational activities as part of their mandates. For the questionnaires, 12 were filled by these institutions and the 5 others were completed by mountain nature guides, who represent the second group of actors working on wilderness education. Only 1 questionnaire was filled in by a center not attached to a specific natural area but aiming at general education on mountain nature.

As for Spain, questionnaires have not been filled in but a quick benchmarking review was done; wilderness education is mostly managed by one organization, the National Environmental Education Centre (CENEAM) which offers a wide range of activities related to environmental education. Some foundations also offer specific programs. Finally, for the Italian part, one centre "Casera Pioda", managed by Mountain Wilderness International has recently open and will host educational activities. So far, no questionnaires have been gathered.

The main themes that are taught about are the following: nature preservation, fauna and flora recognition and nature philosophy explanations. The link between humans and nature is often put forward: by deepening the understanding of nature, humans find a better balance and anchor in their surroundings, hence also becoming more balanced. Nature trails are a common way to introduce wilderness to the general public. In France, wilderness education often encompasses an aspect of heritage preservation as landscapes and ecosystems often have been transformed by human activity. National parks are offering a wide range of actions for education to wilderness that are mostly limited to one day.

The following lines highlight a few practices on wilderness education in the French natural areas that offer interesting programs and reflect the state of wilderness education in France.

Canoeing on the Tarn gorges: over 3 days, this trip that is organized in partnership with the Regional Natural Park of Grandes Causses. The trip allows to discover the Tarn gorges with an insider viewpoint and a meeting with a nature guide gives insight on biodiversity, sensitive species and the geological creation of the area.

All your senses in action All the senses of the participants will be awakened through different workshops (for adults and children). Smelling, touching, looking, listening and tasting the mountain are at the program of the day to approach Nature differently.

Mountain in winter: adaptation of men and animals: Using snowshoes or ski touring equipment, the group will travel through the mountain at winter time to better understand how men and animals adapted to this tough environment, how to reconcile new winter sports practices and wildlife and flora conservation

UK:

Here we found everything under the term "Art of Mentoring", which represents the type of teaching and learning by Jon Young and the Wilderness Awareness School in the US. Here is a website with a list of links for England and Scotland:

<http://www.artofmentoring.co.uk/links>

We want to highlight the Wildnisschulenportal Europa

<http://www.wildnisschulenportal-europa.de/>

KEY COMPEENCIES FOR PA MANAGERS

Strengthen the basic competencies needed for everyday life and your job in education in protected areas

The target group of managers always need to increase one or more key competencies such as complex problem solving, time management, management skills, communication capacities, public NGOs. Wilderness and PAs offer many ways to improve key competencies, such as:

- **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **social and civic competences.** Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for

acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

- **cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).
- the integration of different groups of people. It often happens between these different groups to communication problems because they speak different "languages": Perhaps the parties move in different hierarchies of a system or they belong to different departments or there is an exchange between laymen and experts sought. For the purpose of sustainable development, any communication enhance the prospects of such traditional boundaries and open up new perspectives, which when integrated lead to generally satisfactory solutions. Here, but also in general when working in and with large groups, moderation is an essential support in negotiating common objectives and activities. Education projects offer participants the chance to enter in protected space, the time to explicitly deal with communication. For example, a good framework for trying out a respectful communication are created or dealing with contrary opinions are practiced.

These key competencies are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

These key competencies are necessary to effectively managing the world's growing system of protected areas as a key challenge for global biodiversity conservation in the 21st century.

An expanding array of external threats continually tests the abilities of protected area professionals to maintain the integrity of the protected area units and systems for which they are responsible.

Demand for resources (e.g., clean water, timber, grazing, wildlife products) for both subsistence and commercial use puts pressure on protected areas in all regions. Global-scale environmental change (e.g., climate change, desertification, invasive species) and localized catastrophic events (e.g., earthquakes, tsunamis, hurricanes, and typhoons) add further complexity to the task of ensuring a robust and resilient system of landscapes and seascapes devoted to conservation.

Finally, there is an increasing recognition of the need to view protected areas within the context of regional economic development and human livelihood concerns. All of these factors taken together enhance leadership skills and technical abilities for adapting to change has long been applied in the PAs and wilderness.

suggest that the modern protected area professional must rise to the challenge of a truly integrated approach to management that applies principled decision-making based on the use of sound science from a wide range of ecological and social science disciplines.

Vision into motivation and direction for their own actions: instead of a faint feeling - "I can always do nothing" - in the face of various challenges on a personal, regional, national as well as global level, promotes an optimistic attitude and a positive aspect of providing activity of people. Visions can for their own lives, the company in which you work, their own region or "the world" to be developed - as well as educational projects

Non-formal learning

Learning Style

Wilderness and PAs offer perfect conditions for learning. Wilderness education involves expeditions into wilderness "where man is but a visitor."

The activating function of learning is an essential part of education to target active people who combine their knowledge from everyday life with knowledge from various formal and informal educational processes. Therefore, various methods are needed that respond alongside the cognitive-intellectual aspect, physical and emotional aspects and stimulate a learning with "heart, brain and hand" that can be promoted by a variety of by methodological diversity and teaching methods.

The mind is as addressed by texts, discussions, philosophy, learning by researching, analyzing, researching and interviews,

The emotions are as activated by the training of empathy, by role, plan, individual and group games, are the senses as by positioning in the room, smelling, tasting, seeing, touching, sometimes subliminal Blend of another sense, for example, sensitized by closing the eyes.

The creativity as fueled by fantasy trips, brainstorming, pictures, music, books, theater, photography, video and animation creation, the experience as through encounters with others, finding missions to the area, out of self-efficacy ["I can make a difference!"] and strengthened in dealing with new media.

A combination of methods is therefore advisable because different people in different sensations (visual, auditory, reading, writing, physically moving, etc.) respond to different degrees and in a variety of learning pathways can be opened. Only a mixture of methods can improve the skills that are important for competence, teamwork, self-competence and methodological expertise.

In combination with wilderness outdoor education barely exists. First there are so far X EWQA certified wilderness in Europe and more or less wilderness areas.

The output was that it is important for designers of learning situations also to have tried the methods themselves in the wilderness, before they are applied in teaching and learning situations.

Learning type

Learners are usually always mixed types. There are people who learn well under time pressure and people who learn better on their own initiative. Some like a little background noise and others need absolute silence library. Likewise, there are many

mixed-learners, who learn best in a combination of different situations and environment variables. There are probably as many types of learning as learners exist.

An important part of self-knowledge is to know how to self-learn and easiest to kind learning type you belong. To best find your individual learning method out where you observe yourself and remember, in what way you have previously achieved the greatest learning success.

Methods of wilderness education

Outdoor education
Experiential education
Role playing
Bare foot pathes Barfußpfad
High ropes course
Forest pedagogics
wilderness Education
Ecological instruction
Nature Education
environmental Education

Outdoor education

Outdoor education ususally means experiential learning in, for, or about the outdoors.usually refers to organized learning that takes place in the outdoors. Outdoor education programs with wilderness-based experiences in which students participate in a variety of adventurous challenges and outdoor activities such as hiking, climbing, canoeing, ropes courses and group games.

Forest Schools and the John Muir Award are amongst organizations which encourage and provide opportunities for outdoor learning. Outdoor education draws upon the philosophy, theory, and practices of experiential education and environmental education.

Outdoor education is often referred to as synonymous with adventure education, adventure programming, and outdoor learning, outdoor school, adventure therapy, adventure recreation, adventure tourism, expeditionary learning, challenge education, experiential education, environmental education, forest schools and wilderness education. Consensus about the meaning of these terms is also difficult to achieve. However, outdoor education often uses or draws upon these related elements and/or informs these areas. The hallmark of outdoor education is its focus on the "outdoor" side of this education; whereas adventure education would focus on the adventure side and environmental education would focus on environmental.

Some typical aims of outdoor education are to:
learn how to overcome adversity

- enhance personal and social development
- develop a deeper relationship with nature.

Outdoor education spans the three domains of self, others, and the natural world.

The relative emphasis of these three domains varies from one program to another.

An outdoor education program can, for example, emphasize one (or more) of these aims to:

- teach outdoor survival skills
- improve problem solving skills
- reduce recidivism
- enhance teamwork
- develop leadership skills
- understand natural environments
- promote spirituality

Forest school (learning style)

Forest school is a type of outdoor education in which children (or adults) visit forests/woodlands, learning personal, social and technical skills. It has been defined as "an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment". Forest school is both a pedagogy and a physical entity, with the use often being interchanged. The plural "schools" is often used when referring to a number of groups or sessions.

Forest school uses the woods and forests as a means to build independence and self-esteem in children and young adults. Topics are cross-curriculum (broad in subject) including the natural environment, for example the role of trees in society, the complex ecosystem supported by a wilderness, and recognition of specific plants and animals. However, the personal skills are considered highly valuable, such as teamwork and problem solving. The woodland environment may be used to learn about more abstract concepts such as mathematics and communication. Forest school provision is also called nature schools.

Activities and scope

Schedules within forest schools vary, but one approach is to take school learners to woodland for once a week, with an initial 6 week observation and assessment period, where a baseline is produced for each child in terms of areas of their holistic development, with particular emphasis on their social and emotional aspects of learning. Once the baseline assessment has been produced the Forest School Leader / Practitioner will then continue with the long term programme over the course of the learning period in order to support the child in their development and learning.

Beyond primary school age children, forest school is frequently used to further develop social skills and explore creative learning and focuses on developing firm foundations for continued personal and education development. In particular it has

been used as an alternative curriculum provision to support continued mainstream education involvement.

Wilderness pedagogy

The Wilderness pedagogy used methods of learning and teaching, which is also based on traditional ideas. The adults see themselves as learning accompanying mentors who assist with questions and stories minors. The learning takes place mainly through experience or imitation.

Basic teaching method of the wilderness pedagogy is the Coyote Teaching. The Coyote serves as a model for learning through inspiration. Curiosity and thirst for knowledge are fueled by stories, puzzles, traps or tricks, tracking and interpretation of traces or inspiring questions. Traditional knowledge should be saved in our modern life over to get in touch with nature. Even beyond the four walls, in nature, people will feel at home.

Wilderness pedagogy includes the following areas:

- childlike play and adventure
- Tree customer and wilderness skills
- Ornithology and Bird Language
- Mammals and Tracking
- Botany
- Ecology
- Hazards
- traditional knowledge of ancestors

Experiential pedagogy

The central concept in all experiential pedagogies is the experience.

A distinction between the experience-oriented and experiential learning. The Experiential offers activities in nature, can trigger the processes of the individual, but not the focus. Experiential learning is based on an individual objectives and seeks out the appropriate environment for goal-oriented work. That is, in the experiential learning experiences not available in nature, but on the individual processes of the clientele, which internalized pedagogically designed, personal key experiences in nature and implements the newly learned strategies into everyday life.

Nature and environmental education

The aim is to lay a foundation for ecologically meaningful action, behavior and decision making in the population. Here are awakened to nature not only interest and joy, but also the limits and needs to be derived from anthropogenic (human) intervention in the interaction structure are presented.

Nature and environmental education also a major concern of adult education.

As human societies the natural counter with economic interests, it is also very important to show reasonable limits of human action. So it must be understood to the

legal requirements of conservation in nature experience activities and also to explain. Each participant can understand why individuals of protected species can not be taken from the wild.

but one should not raise fears of existence, but you can convince them that even small steps are meaningful and effective. Besides can make a good contribution to the promotion of the social behavior of this common pursuit of a nature related target.

Responsibilities of teachers and educators

It is generally recommended that teachers and educators know through courses of environmental academies or events of nature conservation organizations possibilities of nature and environmental education, but also know about rules of nature conservation communication.

Since October 2008 there is a possibility of the bachelor's program "Environmental Education". This is offered at the College of Agricultural and Environmental Teacher Vienna and forms environmental educators from that may be active in the above areas. The focus of the studies on the areas of the environment, sustainable development, education, local and regional sustainability, the responsible use of natural spaces, climate protection, energy efficiency, education sciences, personal development and process management.

Since 2010 in Berlin / Brandenburg occupational training "Holistic Nature Education" for teachers, educators, teachers, social workers, etc. in foliage Nature Education Berlin. Foliage nature pedagogy Berlin has been honored in 2009 as an official Decade Project of UNESCO (UN Decade "Education for Sustainable Development"). Foliage creates links between the Nature Education by Joseph Cornell and cosmic education by Maria Montessori. Elements of wilderness and experiential learning, art, photography, storytelling and of improvisational theater enrich the training for holistic nature educators.

Bare foot path

With experience of nature can be the curiosity makes the relationship with nature directly experienced and also the observation of other senses sharpen. For a starting point can provide a barefoot walks, where even time should be planned for nature observation.

Coyote Mentoring - the art of teaching

Coyote Mentoring is based on the teachings of Tom Brown jr. And his student Jon Young.

Coyote Mentoring / Wilderness pedagogy is based on the ancient knowledge of indigenous peoples about the nature un as allied to her.

As our legacy of this hunter-gatherer comes knowledge today from all over the world to us and shows us the old ways of being, of learning and of communion with nature.

The cultural treasure of Coyote mentoring begins today flourish again, in the heart of creative educational institutions and communities and foremost the wilderness schools anywhere in the world.

With special repeating patterns can people help her sensory system of perception of the world around them (and yourself) to restore.

Coyote

- Survival Skills
- Wilderness Awareness (Ralph Müller)
- Flow Learning
- reflection method
- Natural science exercises
- learning and promotion Concentration
- experience Self-awareness

Kamana

The "Kamana Naturalist Training Program" is a training program for nature lovers in four parts, which one pursues independently at home. It covers the entire background, a nature lover for wilderness skills needs, including Tracking, bird language skills for survival and the "primitive" life, traditional botany and the mentoring of other nature lovers. It offers a basic plan for the time with nature studies spends a learner outdoors. By combine modern ecological fieldwork with the skills of an Indian Scout (Scout), students become skilled sovereign nature. At the latest from Level 3 must be written reports on their own field work and sent to a supervisor. This has in the past deterred many people who do not speak English as their native language. Meanwhile, however, there are Kamana Europe, which is run by the Dutch Anneke Meijer-Treep so that reports can be written in German and Dutch.

Netherlands:

- From Anneke Treep we have heard that she has made a few things, but at the moment just does not have its own school / courses offered. However, it is European contact for the Kamana Naturalist Training (<http://kamana.org/>), which is a kind of wilderness course in their own work, based on materials that you can order with costs in three courses.
- Anneke has recommended us Marijke van Langen, leading a wilderness school in the Netherlands: <http://www.dekleinewilg.nl/>.

This is not a school with full-time mentors, rather shorter 1-day offers, since it makes it part time. Marijke turn us about a Dutch woman in Sweden offering wildlife educational courses on her farm (<http://www.linnangard.se/>), but not so well organized even in spontaneous frame and intense as the US or German schools.

Recommandation

Qualified, competent and committed staff are central to the success of protected areas. Training of PA staff is more and more recognized as a vital component of efficient protected area management. PA managers are operating in a challenging world. If they want to prosper, they have to adapt to changes quickly. The Vth World Parks Congress (September 2003) declared that “effective management of protected areas in the context of global change requires that managers, protected areas staff including rangers, local communities and other stakeholders have the knowledge, attitudes, skills, capabilities and tools to plan, manage and monitor protected areas. Managers and stakeholders also need the skills to be able to establish and maintain the complex relationships and networks that are essential for sustainable and effective management of protected areas”

Protected Area Staff Training in visitor management, PR and marketing, sales, infrastructure management, tour operating etc new sources of funding may be available. Their entire career should be a lifelong training to become real experts..

Compared to other careers, not many universities have special faculties or departments for PA staff. In most countries there is no institution where one can obtain an M.Sc. or Ph.D. in PA management. For such regions, short-term courses give the only possibility for PA staff to acquire the competences needed.

The other important goal of training is to provide PA staff with a chance to meet their colleagues and discuss their problems informally. Work in a PA very often means spending most of the time in remote areas, far from towns, and with limited communication and access to the internet. In such situations, training often becomes the only possibility to meet like-minded people and share experience. Last but not least, the function of training is “to recharge the enthusiasm batteries” of participants. Tired from their daily routine and various problems, PA managers often come to training with only one overall expectation – that it will inject some enthusiasm back into their working lives and reassure them that they are doing important work that is needed and appreciated. An appropriate training environment such as wilderness and protected area helps them to feel useful again – and this can be even more important than the simple transfer of knowledge and skills.

A perfect education in protected areas and wilderness should start with

1. identifying the training needs how much improvement of knowledge, skills and attitude is needed?
2. develop, design and deliver a training programme
3. Assess learners and evaluate training

Formal learning

What shall PA people learn?

It is very difficult to name the “main” training themes needed by a modern PA manager as they vary between different regions, countries, types of PA etc. The list below is the result of analyzing numerous training curricula of international, national and regional-level seminars for PA managers, resolutions of international conferences, TNAs, professional discussions in PA training communities and other relevant documents.

PA management

- a) Strategic planning and operational management of a PA
- b) HR and motivation for a PA
- c) Social marketing
- d) Conflict management
- e) Private sector and the PA
- f) PA and governmental structures – ways of interaction
- g) Cooperation with NGO sector
- h) PA and local communities
- i) Work with cultural and religious leaders
- j) Participatory management
- k) PA management in the face of global changes

Most PA managers are familiar with strategic planning, management practices and administration, but topics like relations management, either inside or outside the PA (conflict resolution, negotiations, importance. According to an IUCN statements, PA people need to improve their communications skills and become good psychologists to manage their external environment. PA staff all over the world are changing their attitudes towards integrating the local population into decision-making process.

Institutional setting and management plans

- a) Management planning and business planning
- b) Institutional setting/arrangements
- c) Financial management
- d) Legal aspects of PA system management
- e) Monitoring and evaluation of PA management effectiveness

New courses are constantly being developed to teach PA people how to deal with financial and business plans. Modern PAs exist in a world of business and have to compete for funding sources and increase the efficiency of their operations. They have to demonstrate benefits from environmental services to all potential customers and involve stakeholders in collaborative management. Donors and local residents want to see PA financial reports and business plans to start negotiations. PA staff need the competences and knowledge to “speak a common language” with all stakeholders.

Conservation finance mechanisms for protected areas

- a) Environmental funds

- b) Payment for bio-rights
- c) Fees and royalties
- d) Valuing ecosystem goods and services
- e) Payment for environmental services (PES)
- f) Kyoto Protocol Clean Development Mechanism (CDM) and Joint Implementation (JI) projects (carbon offset)
- g) Fiscal instruments
- h) Fundraising for PAs
- i) Others

According to the PoWPA of the CBD, sustainable financing for PAs and PA systems is the number one priority of the current decade. Searching for the innovative financial mechanisms to raise the sustainability of PAs is now the principal activity at the international as well as at national levels. Sustainable financing has become one of the strategic priorities for GEF biodiversity projects. The Conservation Finance Alliance³ and other resources have been created specially to explore this topic and provide resources for PA staff. Trust funds are being established in various countries to attract resources for PA systems – operation of these funds requires special knowledge. The need for economic evaluation of the environmental services provided by protected areas is widely recognized. It is now evident that only a clear demonstration of these services to current and potential users will help a PA to gain the support of stakeholders and raise funds. Various PES schemes are being developed and some of them prove very effective. All these new mechanisms and trends, however, are still unknown to a majority of PA people – a gap that training courses should focus on covering.

Environmental education and public awareness

- a) How to organize a public awareness campaign
- b) How to organize environmental education campaigns in schools
- c) How to prepare good awareness-raising material
- d) How best to market a PA
- e) How to work with mass media
- f) Visitor centres and nature museums
- g) Work with visitors at eco-trails
- h) Groups of Friends of PA and how to organize their work
- i) Volunteering for a PA

Public awareness work has remained among the top training priorities for the last two decades. But the methods of work are changing – and so are the training curricula. The ways of involving children and teachers are now more or less evident to environmental educators. Much more problematic is raising the awareness of the adult population, including business and authorities. Innovative approaches to interaction with these groups (such as informal meetings with business, philanthropy, lotteries, sustainable livelihood programs with local authorities, volunteering etc.) have been developed in recent years and are being explored by PA people at

training courses. New skills are required to plan an interactive exposition for a visitor centre and to initiate and officially register a PA Friends' Club as an NGO. Marketing and PR for PA are important training topics as well.

Eco-tourism development

- a) Basic principles of the organization of a tourist industry, types of tourists
- b) Specificity of ecological tourism
- c) Visitor planning and management
- d) Limits of acceptable change: different approaches to calculation
- e) Legal framework of eco-tourism development in a PA
- f) How to develop a tour
- g) How to create and certificate ecological paths in a PA
- h) Tourism infrastructure development
- i) Monitoring of the impact of recreational activity on a PA
- j) Marketing and development of the ecotourism product
- k) Interaction between a PA and tourist companies

Sustainable tourism and PAs, NPs and Wilderness have been closely related ever since the first areas were certified. And it is important to show people the nature they are supposed to respect and support, love and protect and to trust.

But, as with the previously mentioned topics, the demand for concrete training products is evolving. During the last decade the negative impact of recreation on ecosystems has become a major problem for PA staff. Sound visitor management, monitoring of impact and adaptive measures to make tourism at a PA sustainable are all required. PA staff in most countries have already become familiar with attracting visitors, creating tour products, and sales. However, planning ecotourism development according to the LACs still remains an issue. The other very popular topic is planning and construction of ecological trails and visitor centres and their application in environmental education. Marketing PA tour products and cooperating with tourist companies are also in great demand today with indigenous populations and community conservation areas.

- a) Evaluating PA impact on regional socio-economic development
- b) Alternative livelihood programmes at a PA: methodology, best practices
- c) Integrating local communities into ecotourism development at a PA
- d) Developing micro-credit funds and PA-based microcredit programmes for local communities
- e) Restoring traditional cultural and ethnographical tourism
- f) Creation of Public Councils and other co-management structures
- g) Indigenous and community conserved areas

The easiest way to make local people positive towards a PA is to enable them to gain economic benefits from the PA's existence. Sustainable livelihood programmes have become an indispensable element of almost all PA-related projects sponsored by GEF, the EU's TACIS Programme and other donors. PA people lack the specialized knowledge and experience of implementing these complex programmes and are constantly ask to be trained in such.

Ecological monitoring and research

- a) Innovative methods of data accumulation and processing (GIS etc.)
- b) Ecological monitoring and data interpretation
- c) Complex research at a PA and interaction with scientific organizations
- d) Application of scientific data in PA management practice

New equipment, software and data interpretation techniques are being created and should be therefore used in PA science. But staff still often lack the knowledge to operate this equipment. In many countries, universities and scientific organizations do not co-operate much with PAs which, therefore, lack the professional knowledge to carry out research. The problem of practical application of scientific data for PA management is very real in the Northern Eurasia region where PA scientists' attitudes frequently need to be changed.

Training for rangers

- a) Legislation and law enforcement
- b) Prevention and documentation of law violations (protocols etc.)
- c) Work with poachers
- d) Fire prevention and bio-technical activities
- e) Environmental interpretation in the work of rangers
- f) Evaluating the effectiveness of the PA ranger service

Training courses for rangers are necessary at all time. Legislation is the subject of constant change in all States and regions of the world. Evaluating the effectiveness of ranger services is still a challenge as there is no universal method available. A very useful element of any ranger training course is interactive role playing of difficult situations from their everyday work: conflicts between rangers and local people, fighting with poachers etc. Training of trainers is also highly recommended in this field: it is always easier to create a local team of trainers from experienced rangers who can then teach the newcomers.

PA accounting and finance

- a) Accounting systems
- b) Financial reporting to international and national donors
- c) Documentation of the commercial activities of a PA
- d) Fiscal policy as it applies to PAs
- e) Financial management and economics

This category of PA staff is very rarely involved in training activities at present. The most that PA directors usually do in terms of training in this area is to send their accountants and financial managers to specialized professional courses for accountants, sometimes very useful, but not at all linked to PA activities. However, it is important to organize seminars for PA accountants, to discuss specific problems of PA finance and legislation, case studies and best practices: . Reporting to donors is a special issue for all PA financial staff, especially in the developing countries where PAs get most of their funding from international donors.

Cultural heritage management

- a) Cooperation with cultural institutions in studying, inventory and conservation of cultural heritage
- b) Inventory and conservation of museum holdings
- c) Organization of exhibitions
- d) Public awareness of the cultural value of PAs
- e) Management of sites with special international status (UNESCO WH Sites, European Diploma etc.)
- f) Co-management of areas of traditional nature use with local communities. Community conservation areas and traditional land-use zones within and outside PA.
- g) Sacred sites and religious values within PAs

The interrelationship between cultural and natural heritage conservation has been recognized at the international level.⁴ PAs are very often places where cultural and traditional land-use values are found – for many years these values were ignored by PA specialists. This caused numerous conflicts with indigenous communities. Collaborative management of cultural values and sacred sites with local populations is very important in creating positive attitudes towards PAs. These are new topics for most PA people and training packages should be developed to fill this gap.

Example: International Academy for Nature Conservation, Germany

The International Academy for Nature Conservation (INA) on the Isle of Vilm is part of a branch office of the German Federal Agency for Nature Conservation (BfN). It provides a forum for the discussion and solution of national and international nature conservation issues. It is a place for debate among conservation experts and communication between the German Federal Government and the Länder (states). This makes it a centre for dialogue between representatives of many different fields, including: science and public administration, politicians and industry, associations and foundations. The Academy serves the needs of BfN and its subordinates such as the German PAs, regional environmental authorities etc. At the same time, it provides training courses for a global conservation community – through several series of thematic workshops, conferences etc. Such international activity is very important for BfN's global image. The INA is mainly funded by the BfN, but attracts additional funds from seminar and conference organizers (e.g., Conservation Finance Alliance, CBD Secretariat etc.). It offers superb facilities for closed meetings, workshops, seminars and scientific conferences, as well as for excursions and studies in the region. It can be used as a conference centre by any institution wishing to hold events on any topics related to conservation or the environment.

In Europe and North America, most Training Centers have been established by the State and continue to rely on its funding for all or 90 percent of their operations. It is usually the responsibility of the Ministry of Environment (Nature Conservation) or forest authorities, but can be that of agricultural, heritage conservation and other official bodies. In developing countries, international (donor) funds (GEF, WWF, Conservation International and other grants) have more often been used to create the TCs. Once established, the centres are sometimes transferred to national PA

Agencies, but more often become NGOs with a diversified funding strategy. However, even if a Training center is registered as an NGO, in most cases it is closely connected with the official PA authorities who are the main consumer of the training product and, most often, its main fundraiser.



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