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**Institutionalizing In-Service Training
in Protected Area Authorities in Africa**

**Final Report
of the
PROTECTED AREAS CONSERVATION STRATEGY
(PARCS) PROJECT**

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EXECUTIVE SUMMARY

As a means to improve the protection of Africa's biodiversity, the Protected Areas Conservation Strategy (PARCS) project focused on natural resource management authorities' capacity to manage effectively the protected area systems in which some of the continent's greatest biological, economic, and cultural resources are found. Among the various strategic objectives that might serve to reach this goal, the PARCS project chose one that would help target its activities - *"to develop a better understanding of how to increase the capacity of natural resource management authorities across Africa to have appropriately trained staff."*

To discharge their mandated duties effectively, the agencies responsible for biodiversity conservation need three essential components to reach maximum efficiency: qualified and competent staff, functioning operations and management systems that provide ongoing support, and the resources/infrastructure/equipment to undertake activities.

Three non-governmental organizations (NGOs), African Wildlife Foundation (AWF), Wildlife Conservation Society (WCS) and World Wildlife Fund (WWF), were chosen to manage the PARCS project in the field, thereby gaining their particular expertise in eastern, central, and southern Africa, respectively. An obvious geographic gap was West Africa, but the funds available did not permit activities to extend to that part of the continent during the project's first phase.

The PARCS project targeted the need for qualified and competent staff, defining in the process the necessary components of performance and organizational effectiveness, and the links between them and training. PARCS also built and expanded upon the expertise of training officers in African protected area authorities. In its first phase, PARCS concentrated on the protected area manager as the target group for performing a training needs and opportunities assessment across the continent. In the second phase, the assessment findings were used to develop the capacity of protected area authorities to plan and implement in-service training programs. While they responded to the self-identified training needs of several hundred protected area managers, the training activities were intended to contribute lessons about institutionalizing in-service training and its relevance for future institutional development.

Although protected area authorities traditionally are active in training, the PARCS project hypothesized that existing training might not be keeping up with the increasingly complex demands for proficiency in diverse skills. Conducted from August 1992 to July 1993, the PARCS training needs assessment (TNA) started by developing a generic job description for an African protected area manager. A task analysis followed in which the key responsibilities and tasks within the job description were analyzed to determine the nature and level of knowledge, and the skills and attitudes required to complete each task satisfactorily. The resulting list formed the basis for the TNA, as comparisons could be made between the required and *actual* levels of knowledge, skills, and attitudes held by the target group. The greater the gap between required and actual levels, the greater the perceived need for training to improve performance of the task.

Phase I had a term of eighteen months, during which the team designed the methodology, implemented the needs assessment, analyzed the results and made comparisons among countries and regions, and documented the results in the PARCS Phase I Country Reports. These reports and a detailed summary of the methodology and results from all countries (published as the Phase I Final Report (Pitkin, 1995)) were disseminated to all participating countries.

The PARCS Phase I TNA found that traditional, pre-recruitment training in Africa generally has not kept pace with the increasing demands of protected area managers' jobs. Institutions have been slow or limited in their ability to adapt their curricula to evolving needs, short of funding and staff, and limited in field practice. The quality of this training could be improved by making the curricula more responsive to identified needs, evaluating the effectiveness of the training and feeding back the results into improved curricula, increasing the emphasis on field-based training, and including a greater representation of ecosystems in training programs.

PARCS Phase II focused on in-service training as the mechanism for providing needed skills and knowledge. By doing so, PARCS avoided usurping the responsibility for training from the protected area authority, which retained the means for ensuring it maintained competent and qualified staff.

Selecting in-service training as the focus of PARCS Phase II required the project to work to alter the prevailing mindset in most protected area authorities by introducing or reinforcing the concept that training should be tied to organizational needs, should assist the organization in achieving its mission, and should further the career development of staff. The project offered an opportunity to try several approaches and to "tease out" the best methods for developing institutionalized training. The protected area authorities that became the national implementors for PARCS, with support from national wildlife training institutions, were in different stages of organizational development. Therefore, each national approach was heavily guided by what the implementing agency felt was appropriate and achievable. In many cases, they built and improved upon existing practices by restructuring already scheduled workshops to become more useful training sessions. Past experience suggested that this sort of incremental approach was more likely to achieve long-term change in the more traditional agencies.

PARCS brought together training officers and project personnel from all three regions of Africa in three cross-regional workshops. (See Annex 2.) Participants collaborated during the second of these to define institutionalization as a process to develop a sustainable capacity within an organization. They identified the elements of an institutionalized training program after combining the experiences and background of all participants and lessons from the PARCS pilot activities into a conceptual framework. As defined, a truly institutionalized training program includes the organization-wide identification of training needs, planning, implementation, and evaluation. In addition, the institution must make available adequate funds and resources and give the program due priority. From this, participants catalogued key milestones in the process:

1. Training policy endorsed
2. Training unit in place
3. Job descriptions for key positions developed
4. Training strategy in place
5. Training personnel in place
6. Methodology of systematic identification of training needs in place
7. Training plan developed
8. Financial resources committed for training
9. Appropriate training implemented
10. Monitoring and evaluation systems in place

Although not all steps must be completed in the presented order, some steps are precursors to others and all ten are integral to a truly institutionalized program. These elements also became the indicators by which PARCS evaluated progress in each of the focal countries. They also fed into adjustments and changes in the implementation of the remainder of the project to increase its impact, providing practice in "adaptive management."

One method for achieving the greatest, most sustainable impact was to make available as broadly as possible the valuable results of the analysis and evaluation that took place during the PARCS project. The innovative approach and methodology designed in PARCS Phase I for assessing training needs for protected area managers across Africa was synthesized in the PARCS Phase I Final Report (Pitkin 1995). A compilation of the PARCS lessons, experience, knowledge, and information has been formatted as a guide for training officers, titled *What's Your Role?* (Stone 1997). The handbook's objectives are to help training officers develop training for optimum performance on the job and to show how training can be the primary means to achieving maximum organizational impact. (See Annex 3.)

The PARCS project has been weakest in its monitoring and evaluation, as it is difficult to identify short-term measures for assessing the impact of projects designed to increase understanding and develop experience. However, prospects for sustainability of the project are encouraging. Within the implementing organizations, support to PARCS was generally good at an organizational level, though the most demonstrable commitment to the PARCS process was, not surprisingly, at the training officer/unit/committee level.

Some conclusions about the project's success will eventually be drawn from reviewing the anticipated USAID-funded post-project evaluation. However, the real test of the project's accomplishments will lie in the continued application of models that were piloted, increased exposure of protected area authorities to the PARCS approach, and feedback on the handbook's usefulness. In addition, the fate of ACTRAN, the African Conservation Trainers Network established by the trainers and institutions who participated in PARCS, will be important to answering whether PARCS will have long-term success.

ACRONYMS

ACTRAN	African Conservation Trainers Network
AWF	African Wildlife Foundation
BC	British Council
BSP	Biodiversity Support Program
CARPE	Central African Regional Program for the Environment
CAWM	College of African Wildlife Management, Mweka, Tanzania
CEDPA	Centre for Development and Population Activities
CEFRECOF	Centre de Formation en Recherche et Conservation Forestiere, Zaire
CNPAA	Commission for National Parks and Protected Areas
CRW	Cross-Regional Workshop
DNPW	Department of National Parks and Wildlife, Malawi
ECOFAC	Écosystèmes Forestiers d'Afrique Centrale
EFG	Ecole des Specialistes de la Faune, Garoua, Cameroon
EU	European Union
GEF	Global Environment Facility
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ICPL	International Centre for Protected Landscapes
IGCP	International Gorilla Conservation Programme
IUCN	World Conservation Union (formerly International Union for the Conservation of Nature and Natural Resources)
IZCN	Institut Zaïrois de la Conservation du Nature
KWS	Kenya Wildlife Service
KWSTI	Kenya Wildlife Service Training Institute
MEFP	Ministère des Eaux et Forêts et de la Pêche, Congo
MET	Ministry of Environment and Tourism, Namibia
MINEF	Ministère de l'Environnement et des Forêts, Cameroon
M&E	Monitoring and Evaluation
MSc	Master of Science
NCAA	Ngorongoro Conservation Area Authority, Tanzania
NGO	Non-Government Organization
ORTPN	Office Rwandais de Tourisme et des Parcs Nationaux
PARCS	Protected Area Conservation Strategy
PARTS	Policy, Analysis, Research, and Technical Support project
PAM	Protected Area Manager
PAMSU	Protected Area Management and Sustainable Use project
SADC	Southern African Development Community
SAWC	Southern African Wildlife College
SWOT	Strengths, Weaknesses, Opportunities and Threats (analysis)
TANAPA	Tanzania National Parks
TNA	Training Needs Assessment
TU	Training Unit
UNEP	United Nations Environment Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNP	Uganda National Parks

USAID	United States Agency for International Aid
USFS	United States Forestry Service
UWA	Uganda Wildlife Authority
UWTI	Uganda Wildlife Training Institute
WB	World Bank
WCS	Wildlife Conservation Society
WD	Wildlife Division, Tanzania
WWF	World Wildlife Fund-US

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1. INTRODUCTION

1.1 RATIONALE

As a means to improve the protection of Africa's biodiversity, the Protected Areas Conservation Strategy (PARCS) project focused on natural resource management authorities' capacity to manage effectively the protected area systems in which some of the continent's greatest biological, economic, and cultural resources are found. One method for achieving this goal of "improved protection of Africa's biodiversity through better management" is to ensure that the agencies charged with biodiversity conservation are effectively discharging their mandated duties. To do this with maximum efficiency, three essential components are required: qualified and competent staff, functioning operations and management systems that provide ongoing support, and the resources/infrastructure/equipment to undertake activities.

The PARCS project targeted the need for qualified and competent staff, while recognizing the importance (and relatedness) of the other two components. Training of protected area authority staff often is given much attention, yet most of the topics and training methods have remained very traditional, and training is viewed often as an end in itself. The link between training and improved performance, while recognized, is rarely made in practice. No recent studies have explored whether traditional training methods are meeting contemporary needs. Nor has any study determined whether there are more cost-effective methods for delivering training for improved performance.

In response, PARCS defined and described the necessary components of performance and organizational effectiveness, and the links between them and training. It sought to build and expand upon the expertise of training officers in African protected area authorities. In its first phase, PARCS concentrated on the protected area manager as the target group for performing a training needs assessment (TNA) across the continent. In the second phase, the assessment findings were used to strengthen the capacity of protected area authorities to plan and implement in-service training programs. While they responded to the self-identified training needs of several hundred protected area managers, the training activities were intended to contribute lessons about institutionalizing in-service training and its relevance for future institutional development.

1.2 'RESULTS FRAMEWORK' ADOPTED AS AN EVALUATIVE AND REPORTING TOOL

During the project, USAID designed a new planning tool and reporting format, the 'results framework.' The original Phase II proposal prepared by the PARCS team was not developed through a framework analysis, but was based on the findings from Phase I. During a meeting in March 1996, the project's core team determined it would be useful to fit project activities into the new 'results framework model' as a tool for evaluating and reporting the PARCS results. At a meeting in July 1996 in Nairobi, Kenya, PARCS core team members developed a 'results framework' for the project. As this activity occurred late in the project, the 'results framework' was obviously influenced by activities that had already taken place and lessons already being learned.

A 'results framework' identifies the intermediate results that must be achieved in order to meet an overall (strategic) objective. In laying out the PARCS process in the form of a set of steps that led to a series of results, the 'results framework' made it possible to identify the essential ingredients for achieving the project's objective. In this way, the 'results framework' is well suited for such process-oriented projects. Provided the causal links between the intermediate results and the strategic objective are clear, it is possible for the project to claim some success in achieving its strategic objective, if the intermediate tasks are accomplished and have their intended results. The PARCS team also embraced the framework's

underlying philosophy that integrates results with customer focus, teamwork, and empowerment. The PARCS 'results framework' is presented in Figure 1. Though the 'results framework' was not used originally in designing this project, it is applied to the project in this report to help record the PARCS activities and results.

A major focus of the PARCS project was on sharing and learning together to develop 'better understanding of how to increase capacity' in all of the implementing agencies. 'Process' projects are renowned for producing qualitative rather than quantitative outputs. The 'results framework' format has made it possible to report on the partnerships, approaches, and tools used -- all of which were key to PARCS achievements.

1.3 PARCS 'RESULTS FRAMEWORK'

Within a 'results framework', the overall program goal is divided into objectives, the achievement of which advances the project toward the goal. The PARCS project goal was to improve the protection of Africa's biodiversity by expanding relevant natural resource management authorities' capacity to effectively manage their protected area systems. To work towards this goal, the strategic objective became: "*to develop a better understanding of how to increase the capacity of natural resource management authorities across Africa to have appropriately trained staff.*" Four results were identified that would help the project fulfill the objective. The first sought to harness technical perspective and expertise from multiple agencies involved in conservation in Africa and in training. Two more results required mechanisms to be developed for determining what capacity was needed and the means to measure whether capacity was reached. The fourth stressed the importance of analyzing project findings in terms that the relevant target groups could understand and making these findings readily available through dissemination. This included a process for continued learning and sharing of information among target groups after the project.

During the project, a series of output indicators were identified and used as tracking tools. These are presented in Figure 2 and have been correlated with the relevant intermediate results.

1.4 OTHER PROJECT REPORTS

This report records the entire PARCS project. However, syntheses of the many lessons learned have been presented in more detail elsewhere in formats designed for specific target audiences. These include country reports for each of the training needs assessments, a compiled analysis of the assessments at a continent-wide level (Pitkin 1995), quarterly reports throughout project implementation, and a handbook for training officers of protected area authorities entitled *What's Your Role?* (Stone 1997). These outputs are among the important contributions PARCS has made to training and management within protected areas authorities. Interested readers are encouraged to request copies. (Details of how to obtain copies are given at the end of this report.)

1.5 PARCS FINAL REPORT FORMAT

This report is based on a 'results framework.' The format enables the report not merely to document a chronology of events, but to identify the issues explored during both the project design and implementation. It also records key approaches undertaken to achieve the project's results. To introduce the reader to the project, a brief chronology is presented first.

1.6 PROJECT PROFILE

1990	A request to World Wildlife Fund (WWF) and Biodiversity Support Program (BSP) to provide training to five wardens in the Botswana park system causes the two organizations to question whether a more comprehensive training program across the continent is needed.
early '91	WWF urges the House and Senate Appropriations Committees to encourage the United States Agency for International Development (USAID) to fund institutional development and training programs in protected areas in Africa.
mid 91	WWF and BSP ask the African Wildlife Foundation (AWF) and Wildlife Conservation Society (WCS) to collaborate on a pan-African training program. This team formulates the concept for an initial training needs assessment.
mid '91	A proposal for PARCS Phase I is submitted to USAID's Bureau for Africa.
Mar '91	The Bureau allocates \$300,000 from the Policy, Analysis, Research, and Technical Support (PARTS) project to be channeled through BSP.
mid '92	PARCS project set up
Aug. '92	Methodology and training needs assessment tool (a questionnaire) are designed for Phase I. The most senior protected area manager based in the field is targeted.
Sept. '92	Questionnaire field tested in Malawi and revised.
Oct. '92- Dec. '93	PARCS team and protected area authorities in 16 sub-Saharan African countries perform training needs and opportunities assessment and prepare country reports.
early '93	Initial findings point to similar gaps/needs across the continent including the lack of organizational level plans for training, the lack of training forms other than formal education, and the need for a broader range of skills for protected area managers.
mid '93	The PARCS team designs a second phase to the project for which BSP submits a proposal to PARTS. The second phase plans to pilot in-service training in focal countries and to work to institutionalize training within protected area authorities.
July '93	One year of funding at \$638,000 necessitates a phased introduction of PARCS Phase II activities in the field.
Oct. 93 *	WCS and the Ministère des Eaux et Forêts initiate activities in Congo. Burundi activities halted due to civil unrest.
Oct. '93	USAID mission in Ethiopia declines permission to AWF for PARCS Phase II implementation.
Dec. '93 - Feb. '94	All country reports for Phase I are finalized and country-level dissemination occurs.
Apr. '94 - Apr. '96 *	WCS initiates a regional focus in Central Africa and commences activities with Ministère de l'Environnement et des Forêts in Cameroon. WCS has to put a hold on its planned activities with the Office Rwandais de Tourisme et des Parcs Nationaux in Rwanda due to civil unrest.
Apr. '94 - Nov. '96 *	The College of African Wildlife Management implements activities in Tanzania under a subcontract from AWF.
July '94	Funding (\$954,000) secured from PARTS for further activities in Phase II.

Sept. '94	First cross-regional meeting is held in Tanzania to share lessons about PARCS activities and to explore key components of training plans. Participants endorse development of a handbook for training officers based on PARCS experiences.
Oct. '94	USAID mission in Zambia declines permission to WWF to implement PARCS Phase II.
Jan '95	Final report of Phase I is printed and dissemination begins.
Jan '95 - Jun. '96 *	AWF and the Uganda National Parks implement activities.
Jan '95 - Dec. '96 *	WWF and the Malawi Department of National Parks and Wildlife implement activities.
Feb. '95	WCS and Office Rwandais de Tourisme et des Parcs Nationaux (ORTPN) repeat a revised training needs assessment in Rwanda.
Aug. '95	Second cross-regional meeting is held in Congo to articulate the components of institutionalized training. Drafting of the handbook begins.
Sept. '95	Funding from USAID Bureau for Africa, Office of Sustainable Development, Division of Productive Sector Growth and the Environment (AFR/SD/PSGE) of \$408,000 ensures completion of PARCS.
Mar '96	Third cross-regional meeting is held in Malawi on sustainability of in-service training.
Aug. '96	Original training needs assessment methodology is reviewed and revised to make it more generally applicable.
Sept. '96 - Mar '97	Handbook draft finished and undergoes design and graphic interpretation. Handbook is finalized after field testing.
Mar '97	Final report of the PARCS project is prepared.

* Details of implementing partners and activities undertaken in each country are given in Annex

2. INTERMEDIATE RESULT 1: MULTIPLE DISCIPLINARY PERSPECTIVE AND EXPERTISE HARNESSSED

2.1 HOW TO ENSURE A PAN-AFRICAN PERSPECTIVE?

To implement this project, BSP harnessed the talents in training, protected area management, research, etc., from AWF, CEDPA, Price Waterhouse/Kenya, WCS, WWF, the US Forestry Service, the Southern African Wildlife College, Mpumalanga Parks Board Training Unit and NorthWest Parks Training Unit, South Africa. The project also tapped training personnel within protected area authorities and their parent ministries in 16 countries across Africa.

Three non-governmental organizations (NGOs), AWF, WCS, and WWF, were chosen to manage the PARCS project in the field, thereby gaining their particular expertise in eastern, central, and southern Africa, respectively. An obvious geographic gap was West Africa, but the funds available did not permit activities to extend to that part of the continent during the first phase of the project.

A major impediment to knowledge sharing among protected area authorities has been the anglophone/francophone divide. Did these countries share similar training needs? Were there useful experiences that could be, but were not being, shared? The PARCS project approached this problem by including the cross-regional workshops, a specific component aimed at breaking the divide between

anglophone/francophone countries and establishing new links between colleagues facing similar professional challenges.

2.2 HOW TO GAIN A MULTIPLE DISCIPLINARY PERSPECTIVE?

Although protected area authorities are traditionally active in training, the PARCS project hypothesized that existing training might not be keeping up with the increasingly complex demands for proficiency in very diverse skills. To test this hypothesis, the Phase I training needs assessment had to provide a meaningful analysis of what is required to develop qualified and competent staff. Clearly, sound technical input from multiple sources and national perspectives was necessary to shape the direction of the project. For longer-term impact, it was important not only to glean information and experience from local sources but to root the experience and lessons learned in the national organizations responsible for natural resource management and protected areas. Making protected area authorities equal partners with the implementing organizations in the project would contribute to their future capacity in training.

Simultaneously, the experiences of several international NGOs active in wildlife conservation throughout Africa could bring assistance in the form of project management capacity, cross-geographical perspectives, and access to technical expertise. The established working partnerships among many of these NGOs and national authorities are also important to long-term sustainability of project initiatives beyond traditional donor funding cycles. Like their local partners, international NGOs need capacity building too, and the opportunity to learn with their local colleagues greatly increases the parity and fully participatory nature of a project, as well as allowing for a much broader application of new skills and knowledge in the future.

The project was to focus on contemporary training of adult professionals. The PARCS design team was determined to look beyond conventional wisdom about training by harnessing the best technical advice and experience from sectors outside wildlife conservation and by encouraging broad examination of various roles or delivery methods for training.

To maximize the multiple disciplinary benefit, the design team built in mechanisms to foster meaningful information flow and collective discussion and analysis. For example, a series of thematic cross-regional workshops (CRWs), held throughout the project, were vehicles for sharing ongoing activities, learning from others, and more importantly, collective problem solving and adaptive management of the project. (See Annex 2.) All meetings conducted had simultaneous French/English translation. The proceedings of the meetings, and all key PARCS reports and publications, were produced in both French and English. Each meeting was facilitated by a bilingual training advisor who, in the second and third workshops, was familiar with most of the PARCS project activities through site visits.

2.3 WHO WAS INVOLVED IN THE PARCS PROJECT?

The idea behind PARCS was sparked in 1990, when a request to WWF and BSP to provide training for five wardens in the Botswana park system caused the two agencies to question whether a more comprehensive training program across the continent was needed. They contacted AWF and WCS to see if a collaborative project could be developed. Early discussions looked at the reasons why protected area authorities lacked enough competent staff at senior, field-based levels with relevant skills. The design team, made up of members from each of these NGOs, concurred that the project represented a more interesting and radical potential to focus on developing a better understanding of how to grapple with the root causes that interfered with the maintenance of appropriately trained staff, particularly at the level of the protected area manager, by resource management authorities across Africa.

Countries selected to participate in the project had to meet certain criteria. Since the project was USAID funded, the eligible countries had to be currently hosting USAID missions, and the country missions needed to give permission for the project to be undertaken. More importantly, the national protected area

authority(ies) needed to express keen interest in being involved in the training needs assessment. Third, all three regions were to be represented as equally as possible, and as many countries as could be funded would be asked to join the project. The implementing organizations contributed non-USAID funds to allow countries to be included that otherwise would have been excluded under USAID funding.

PARCS Phase I undertook the training needs assessment (TNA) in 15 countries, shown in Figure 3A, and involved 20 protected area authorities. An additional opportunities assessment was performed in South Africa. The results of the TNA (described in more detail in Section 3) suggested that continued staff 'development' was needed, but that current forms of training are too costly in time and money. By contrast, in-service training offered systematic development.

In Phase II, several Phase I participants became 'focal' countries, where the main emphasis was on strengthening the capacity of their protected area authorities to plan and implement in-service training programs. 'Watching brief' status was given to some countries, in which the implementing NGOs kept institutions abreast of the project and shared lessons learned with them. Several of the 'watching brief' institutions were already running funded training programs.

The same criteria was applied to select countries for Phase II participation. As in Phase I, more countries wanted to participate than funds allowed. In eastern Africa, Tanzania and Ethiopia were proposed as the focal countries, but after the Ethiopian USAID mission declined to allow the project to run there, Uganda was selected. Kenya was a 'watching brief' country. In southern Africa, Malawi and Zambia were selected as focal countries, but at a late stage the Zambia mission withdrew their endorsement. As a result, Namibia was recruited to join South Africa as a 'watching brief' country. In central Africa, Congo was a focal country and Cameroon and Rwanda had 'watching briefs.' Once conditions allowed, Rwanda was included in project activities. Some related activities were also undertaken in Zaire, with funding from WCS and the European Union (EU) through the Ecosystemes Forestiers d'Afrique Centrale (ECOFAC) project. See Figure 3B.

At the start of Phase I, the project contracted Price Waterhouse/Kenya to guide the PARCS team in designing a training needs assessment that incorporated state-of-the-art technical input and avoided a traditional approach. Drawing on a methodology currently used in the commercial sector, an assessment tool was developed. In the second phase of the project, the US Forest Service (USFS) made available a training officer, through the Forestry Support Program, to guide training plan development in Uganda and Tanzania. In addition, several South African institutions provided resource people. The key external technical input to PARCS Phase II was a training advisor provided through a contract with CEDPA, which allowed the project to access CEDPA's considerable experience in creating training programs for adult learners in the field of development.

2.4 WAS THERE A NEED FOR A COORDINATING BODY?

Coordination was required both to combat the anglophone/francophone divide and to avoid the disconnection of the regional projects from each other. A coordinating body also was intended to establish overarching principles and practices to be followed by the implementing organizations, arbitrate on decisions when necessary, and offer added value to the overall project.

AWF, WCS, and WWF agreed that BSP would bring considerable comparative advantage and value to the project as the coordinating body, in addition to eliminating any danger of skewing the equality of partnership within the coalition. BSP could act as a conduit for the potential funding from USAID under its existing mandate, facilitating an often difficult task for NGO coalitions, in which one agency must take the lead in order to exploit the funding opportunity, only to distort relationships within the coalition. Distribution of funds to the various implementing agencies by a coordinating body also allows for more

efficient allocation of resources. For example, central Africa is considerably more expensive than eastern Africa, and BSP was able to ensure equitable distribution of resources to match the activities. If needed, BSP also was able to reallocate the funds across organizations. In addition, BSP was positioned to keep USAID apprised of project activities on a regular basis and justify requests for future funds.

Performing as a coordinating body, BSP established a core team from the coalition organizations to guide the management of the project, and at the same time act as a watchdog to ensure that the fundamental tenets emphasizing participatory approaches and gender sensitivity were fully integrated into PARCS activities.

At its heart, the PARCS project was designed to test models, learn lessons, and disseminate these lessons. BSP's internal focus on monitoring and evaluation enabled the organization to bring valuable, relevant experience to the project. By centralizing coordination of printing and distribution, BSP was able to realize savings from the increased efficiency of large scale publication and shipping.

Finally, BSP was physically well placed in the United States to facilitate communication among implementors across Africa. AWF (based in Kenya with its good communication systems) was able to perform this role within Africa.

3. INTERMEDIATE RESULT 2: TRAINING NEEDS ASSESSMENT UNDERTAKEN

3.1 WHAT IS CRITICAL TO BETTER MANAGEMENT?

The founding assumption of the PARCS project is that better management of protected areas by their controlling authorities will improve the protection of Africa's biodiversity. In each country, improved management by the responsible organizations must focus on the ability of the staff to carry out their responsibilities; the organizational policies and procedures within which staff operate; and the resources needed by the organization to implement activities and fulfill its mandate.

The person with the closest connection to management and conservation activities in the protected area and the key representative of the management authority in the field is the protected area manager (PAM). He or she makes the everyday decisions that determine how well protected areas are managed and whether the protected area authorities' goals and objectives are met on the ground. This position may be referred to by different titles, such as Warden, Conservateur, and Regional Officer. This organizational cadre was selected as the target group for the PARCS training needs assessment, instead of the more traditionally chosen field rangers, guards, or scouts. The PARCS team felt that a training approach focused on the front-line managers could easily be extended to include the management level staff based regionally, or at headquarters, as well as the lower level staff in the field.

Although PARCS concentrated on the need for qualified and competent staff, it also was recognized that organizational policies and resources are inextricably linked to any organization's management capacity. In many cases, the PARCS activities could not be isolated from the organizational context. For example, to be qualified and competent, staff need to understand clearly the key tasks, responsibilities, standards of performance, and levels of discretion for their position. While these are usually included in job descriptions, most protected area authorities did not have these developed for all staff positions within the organization. In addition, staff performance generally was not evaluated in any systematic manner, nor was the impact of their activities on conservation within the protected areas. The institutional lack of job descriptions and performance evaluations had to be addressed in order to assess training needs, as well as to evaluate the effectiveness of training.

Though training was assumed to be a means to making staff more able, the ability to do a job is not solely dependent on skills and knowledge. Other constraints, including lack of infrastructure and funds or organizational constraints, can interfere with effective work despite training that enables staff to be competent and qualified.

Training units or departments are often understaffed and under-resourced, making unavailable the organizational and material support needed by the training officer. While an estimated 5% of an organization's annual operational budget needs to be committed to training to support an effective and fully operational training department, funds allocated to training rarely reach 1% in protected area authorities throughout Africa. Only when in-service training is recognized as a fully integrated function of the organization, with an appropriate commitment of funds and resources, will the agency effectively be able to ensure that staff are qualified and competent.

3.2 WHAT TYPE OF TRAINING IS NEEDED?

Much of the training provided to protected area authorities has responded to external considerations, such as the interests of the donor, the expertise available, or the institutional ability to provide training, rather than to identified needs of the groups targeted for training.

To determine the target group's areas of greatest need, the PARCS training needs assessment (TNA) was based on their specific responsibilities. Conducted from August 1992 to July 1993, the PARCS TNA started by developing a generic job description for an African protected area manager. The PARCS design team, made up of the regional coordinators from AWF, WCS and WWF and the BSP senior program officer, developed a description of the duties and responsibilities required by protected area managers to effectively execute their jobs. Facilitated by Price Waterhouse of Kenya, the team followed with a task analysis in which the key responsibilities and tasks within each job description were analyzed to determine the nature and level of knowledge, skills, and attitudes required to satisfactorily complete each task. The resulting list forms the basis for the TNA, as comparisons can be made between required and *actual* levels of knowledge, skills, and attitudes held by the target group. The greater the gap between required and actual levels, the greater the perceived need to develop training to improve performance of the task.

Based on the generic job description, the accuracy of which was verified in a review by the Malawi Department of National Parks and Wildlife, a questionnaire was used for the Training Needs Assessment (TNA). Many of the PAMs had never seen a job description designed for them before and found it useful in helping them better understand their role. The questionnaire enabled each participant to perform a self-assess by determining (1) the level of knowledge, skill, or attitude required for each task, and (2) the level that best reflected his or her abilities. The questionnaire was also given to people supervising the PAMs, thus forming a way of cross-checking the results of the self-assessments. Prior to completing the questionnaire, the participants were informed that their participation in the assessment was not linked to any opportunity for training, thereby encouraging them to answer objectively and honestly, without anticipation that misleading answers might secure some benefit. As a result, the differences in responses between the PAM self-assessments and the supervisors' assessments were not significant.

Ideally, such a study would be jointly conducted with a validation exercise, whereby the self-assessment would be tested for accuracy. However, this was impractical due to the number of people and protected area authorities being assessed and the methods used (workshops, mailing out of questionnaires as well as one-on-one interviews). In addition, cross-checking the results with those of supervisors, colleagues, and others constituted another form of validation.

Phase I had a term of eighteen months, during which the team designed the methodology, implemented the needs assessment, and analyzed the results. The findings were compared between countries and

regions and were documented in the PARCS Phase I Country Reports. These reports, and a detailed summary of the methodology and results from all countries -- published as the Phase I Final Report (Pitkin, 1995) --, were disseminated in participating countries.

3.3 WHAT TYPE OF TRAINING IS PRESENTLY OFFERED, AND WHAT IS BEING RECEIVED?

Protected area managers in most African countries have followed a basic pattern of formal education at a wildlife training institute or university, followed by very informal on-the-job training. The ethic of training as a process that occurs throughout a protected area manager's professional career has not yet been firmly established within Africa's protected area authorities. In most cases, supervisors and agencies have not developed the methods to recognize and address the evolving needs in skills and knowledge of their staff. Nor have they taken on responsibility for institutionalizing plans or processes for maintaining well-trained staff.

Formal training, certified with a degree or diploma, is prized by both PAMs and their parent agencies. Attendance is generally at the College of African Wildlife Management (CAWM) at Mweka, Tanzania, or at the Ecole des Spécialistes de la Faune (EFG) in Garoua, Cameroon. Both institutes are regional and have trained wildlife managers from many African countries. Although the pre-recruitment training at formal training institutions sets an adequate base level of skills and knowledge, it does not cover all needs, nor does it enable staff development through repeated training.

Most of the additional formal training available to PAMs entails travel outside the country, requiring a huge commitment of time and money, and taking managers out of the field for many years. The cost to send staff abroad for extended periods of time causes protected area authorities to offer training to only a select few. Appropriate and inexpensive training for all staff is generally not provided.

3.4 WHAT WAYS CAN IDENTIFIED TRAINING NEEDS BE MET?

The PARCS Phase I TNA found that traditional, pre-recruitment training in Africa generally has not kept pace with the increasing demands of PAMs' jobs. Institutions have been slow or limited in adapting their curricula to meet evolving needs; short of funding and staff; and have provided insufficient field practice. The quality of this training could be improved by making the curricula more responsive to identified needs, evaluating the training's effectiveness and feeding back the results into improved curricula, increasing the emphasis on field-based training, and including a greater representation of ecosystems in training programs.

In-service training is defined as employer-organized training that is provided during an individual's term of service and lasts fewer than six consecutive months. Although it can be seen only as a complement to both formal and on-the-job instruction, in-service training has been shown in other sectors to be a proven method for building needed skills and knowledge. In-service training allows for repeated opportunities to gain needed skills and adapt to changing job demands throughout a career. It is generally inexpensive, and is based on existing skills within the organization. Establishing effective, long-term, in-service training requires a planned cycle in which a training needs assessment leads to a training plan and systematic implementation. It also requires evaluation of training's impact and effectiveness and links those findings with renewed needs assessments. Identifying and articulating these steps has been an integral part of the PARCS process and provides a partial foundation for the project's potential impact.

PARCS Phase II focused on in-service training as the mechanism for providing needed skills and knowledge. By doing so, PARCS left the responsibility for training and the means for ensuring competent and qualified staff within the protected area authority. The PARCS project thus differed from previous training programs that frequently relied upon formal training or external, formal courses and rarely built

in-service training into the overall context of an institutionalized, needs-based training plan. PARCS tried to bring the focus, power, and responsibility to the authority, giving it the capacity to identify and address training needs.

4. INTERMEDIATE RESULT 3: NEW MECHANISMS FOR PROVIDING TRAINING PILOTED

4.1 WHAT IS THE BEST WAY TO CARRY OUT IN-SERVICE TRAINING?

Having selected in-service training as the focus of PARCS Phase II, the project needed to articulate its working paradigm. The task included altering the prevailing mindset of most protected area authorities by introducing or reinforcing the concept that training should be tied to organizational needs, should assist the organization in achieving its mission, and should further the staff's career development. In many instances, lack of clearly articulated missions within organizations made it difficult for staff to understand how their jobs contributed to achievement of the organization's goals. In these cases, the training unit was encouraged to develop a mission and apply strategic planning to achieve it. Occasionally, the initial step included convincing authorities of the need for a training unit. PARCS anticipated that an increased strategic planning capacity within one section of an organization might build a recognition and demand for strategic planning at higher levels.

To link training with the attainment of organizational objectives, the implementors stressed that the goal of training was for trainees to increase their knowledge and skills in order to apply them in the workplace for additional impact.

Sustainability meant rooting the project firmly within the local implementing agencies, and the PARCS project goal was to institutionalize in-service training plans and processes. The objective was to develop a realistic training plan that was a useful management tool and not a mere wishlist. The PARCS partners had to develop and refine the parameters and methods for institutionalizing training together. The training needs assessment had offered three questions that seemed essential to further understanding how to institutionalize training:

- who is responsible for organizing training?
- how can training improve individual performance?
- how should training be planned for and provided?

To answer the first question, the training officer's function had to be articulated. The training officer's role had to be defined and clearly communicated to the staff within an organization. To answer the second question, it was necessary to understand how to increase awareness of the connections between requirements listed in job descriptions, training to meet identified needs, and performance appraisals. In terms of the third question, the participants needed to learn about the key components of in-service training and other requirements needed to make training effective.

4.2 HOW CAN THE BEST METHOD FOR DEVELOPING INSTITUTIONALIZED TRAINING BE DETERMINED?

The project offered an opportunity to tease out the best methods among several approaches for developing institutionalized training. The protected area authorities that, with support from national wildlife training institutions, comprised the national implementors for PARCS were in different stages of organizational development. Therefore, each national approach was heavily guided by what the implementing agency felt was appropriate and achievable. In many cases, they built on and improved existing practices by restructuring already scheduled workshops to become more useful training sessions. Past experience suggested that this sort of incremental approach was more likely to achieve long-term change in the more traditional agencies.

Where possible, the project seized on bolder approaches and was rewarded by the institution of a new series of in-service training courses in most countries, as well as recognition of the legitimacy of this approach for staff development. One opportunity occurred in Uganda, where establishing a new wildlife authority provided a chance to develop a training policy and strategy for the new agency. In its formative stage, the Southern African Wildlife College (SAWC) also decided to concentrate on in-service training as the most appropriate response to increasing people's working skills in the new South Africa. Their decision was reinforced by the findings of the training opportunities assessment that was conducted with SAWC staff assistance in Phase I of PARCS. In Malawi, the project was able to take advantage of the country's potential to offer a series of repeated training courses to the relatively small cadre of protected area managers. The approach piloted in Congo established a training unit at the ministry level that allowed the *Departement d'Etudes et de Planification* to clarify its role and to become operational. The College of African Wildlife Management (CAWM), in Tanzania, was subcontracted under the project to ensure equal access to training for the nation's three protected area authorities and to increase CAWM's capacity to offer services under its regional training mandate.

The country profiles in Annex 1 detail the individual approaches used. They are presented in the format developed as part of a set of tracking tools for monitoring not only country project activities, but also commonalities of experience, approaches that worked, and ways that obstacles had been overcome. In this way the components and steps towards institutionalizing training emerged.

Despite different training approaches, there was consistent emphasis across all the focal countries on increasing the capacity of training officers. Though it was evident that many incumbent training officers would not necessarily remain in post over the long term, it was still crucial to develop individual capacity and to demonstrate the training officer role to other colleagues to achieve institutionalization of training in the longer term.

4.3 WHAT ARE THE KEY ELEMENTS OF INSTITUTIONALIZED TRAINING?

PARCS brought together training officers and project personnel from all three regions of Africa in three cross-regional workshops. (See Annex 2.) Participants collaborated during the second of these to define institutionalization as a process of developing a sustainable capacity within an organization. After combining the experiences and background of all participants and lessons from the PARCS pilot activities into a conceptual framework, they identified the elements of an institutionalized training program. As defined, a truly institutionalized training program includes the organization-wide identification of training needs, planning, implementation, and evaluation. In addition, the institution must make available required funds and resources and give the program due priority. From this, participants cataloged key milestones in the process:

1. Training policy endorsed
2. Training unit in place
3. Job descriptions for key positions developed
4. Training strategy in place
5. Training personnel in place
6. Methodology of systematic identification of training needs in place
7. Training plan developed
8. Financial resources committed for training
9. Appropriate training implemented
10. Monitoring and evaluation systems in place

Although not all steps must be completed in the presented order, some steps are precursors to others and all ten are integral to a truly institutionalized program. These elements also became the indicators by

which PARCS evaluated progress in each of the focal countries. They also fed into adjustments and changes in the implementation of the remainder of the project to increase its impact, providing practice in "adaptive management."

4.3.1 Element 1. Training policy endorsed

Establishing a training policy is the first requirement for setting up an environment in which training *can* and *will* occur; it is the first step in developing a training strategy to ensure consistent and systematic training. For most of the agencies surveyed during the training needs assessment, the lack of a training policy was a key contributing factor to the *ad hoc* nature of most training activities. A training policy need not be a long and complicated document, but it must mandate the development of human resources within the organization and express the contribution expected training is expected to provide to the organization. It may also include some guiding principles for implementation. Though developed within the training unit, the policy must be endorsed at the highest level of the organization.

4.3.2 Element 2. Training Unit in place

Establishing a training unit (TU) within a human resources department enables an organization to coordinate all training activities undertaken for staff across the whole institution -- at the organizational, departmental, and individual level. The primary focus of the TU is to develop and implement a training strategy and plan. The TU should be responsible for ensuring that any training event responds to an identified need, is designed appropriately for its target, and is delivered in an appropriate way. The TU may have the capacity to implement some of the training, but more importantly should have a register of trainers with proven training skills from within, as well as outside the organization. It should also be responsible for coordinating effective monitoring and evaluation of training. The most critical role of the TU is to guide and support managers at the department level, who are planning and undertaking training activities. Thus, the TU needs to have a firm grasp of each department's training needs and needs to develop systems for allocating budgets to departmental training. Finally, the TU also should be able to improve cost-effectiveness by suggesting combined training courses where department needs overlap. PARCS was successful in aiding the Congo and Rwanda to begin operating TUs.

In many instances, an organization may assign 'training' responsibility to a training officer rather than to a training unit. Sometimes training is integrated into the duties of a middle management position and may lack needed attention or become virtually neglected. At the very least, protected area authorities are large enough to warrant one person dedicated to coordinating training and making it as effective as possible. One PARCS achievement involved demonstrating the need for a training officer within the Uganda Wildlife Authority's evolving organizational structure. In Malawi and Cameroon, incumbent training officers were able to explore the potential of their roles more fully.

To encourage key stakeholders to support training routinely, it is critical to encourage them to participate systematically in the planning as well as the implementation stages. Many countries designate a training committee comprised of individuals with expertise or decision-making power related to organizational training activities. These committees meet regularly to review policy, budgets, and systems related to in-service training, and to discuss future directions for training within the organization. The committee may simply play an advisory role, or it may have decision-making power. Uganda adopted the approach of establishing a training committee to generate buy-in to the advantages of structured in-service training.

4.3.3 Element 3. Job descriptions for key positions developed

Phase I of PARCS demonstrated that training needs could effectively be derived from job descriptions. While developing job descriptions for a whole organization is a daunting task, it is a key management

function. Although it is not the training unit's prime function, development of job descriptions for key positions or key cadres is a prerequisite for designing a training program and should compel a training officer to push for their completion. In some of the implementing agencies of Cameroon and Kenya, job descriptions were already in place, since they were developed as part of major institutional reforms.

The PARCS project found that it is realistic to develop training courses that meet the generic needs of a specific cadre. However, in many cases, senior level staff feel threatened if more junior staff are gaining new skills, making it important also to be very sensitive to hierarchies and to the order in which training is done. This is particularly true when (as often occurs) job descriptions actually overlap considerably and levels of discretion are not defined. In Malawi, all participants of a PARCS in-service course on human resource management were asked to create a follow-up action plan that included developing park staff job descriptions by the park's warden.

Ideally, job descriptions should also include performance standards. Without these standards, it is difficult to conduct performance reviews and to identify training that could lead to improved performance. The lack of performance standards also greatly affects post-training evaluation strategies and inhibits participants' ability to formulate evaluation tools. In Malawi, PAMs were encouraged to instigate informal appraisal sessions in anticipation of proposed changes in the civil service, and as a morale booster.

4.3.4 Element 4. Training strategy in place

Once developed, the training policy is interpreted and articulated into a strategy. A training strategy describes the ethic and purpose of training within the organization. It further explains how training needs will be assessed, how related training will be structured and implemented, how participants will be selected, how monitoring and evaluation will be undertaken, and what are the guiding principles for developing the training plans.

An illustrative example comes from the strategy developed for the new Uganda Wildlife Authority:

- training will be tied to functional areas of UWA
- training should be ongoing throughout an employee's tenure
- a mixture of approaches/methods may be needed and should be used
- heavy emphasis should be placed on skills orientation (recognizing that staff will have basic knowledge at entry level)
- the internal capacity to do training should be recognized and utilized
- local availability of training is important and should be used preferentially
- training plans should be designed to reflect the reality of potential funding sources

A training strategy, developed in a participatory way to ensure senior- and line-management buy in, can also be a means of directing donor inputs. In many cases donors come in with preconceived ideas for training, which may not meet the organization's priority needs. A training strategy may help redirect donor focus towards the authority's identified needs.

4.3.5 Element 5. Training personnel in place

Many of the functions of the training unit need skilled people. (See Element 2.) It is essential that one or more people are dedicated to *guiding* training in an organization.

One key output of the PARCS project is the handbook *What's Your Role?*, which describes the role of the training officer and his or her colleagues. The book stresses that training officers cannot and should not do everything. It emphasizes the need to develop good relationships with resource people, know about and

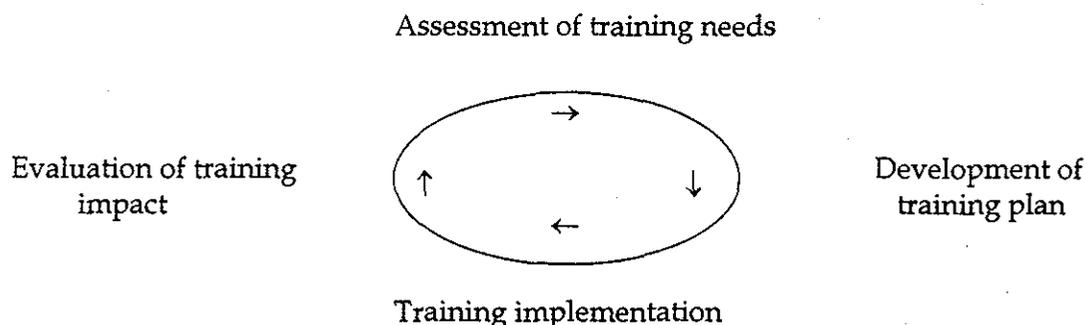
exploit training opportunities, focus on training of trainers, maximize the use of mentors in on-the-job training, and build training functions into many job descriptions.

Training personnel may be found within the institution or may be contracted from outside as needed; however, it is critical for internal staff to be able to recruit, guide, and coordinate their work. Within the organization, some staff might be groomed to be trainers in certain subject areas, while others may perform training as an integral part of their everyday jobs. In essence, training and training personnel should be integrated into a wide spectrum of organizational activities.

The PARCS project was very effective in ensuring that training personnel were in place within the focal countries' implementing agencies. At the end of implementation in late 1996, Congo had a functioning training unit, Malawi was evolving a training unit following a PARCS-funded strategic retreat, and in Tanzania, the CAWM had established an in-service training program. In Uganda, UWA had appointed a new training officer (the incumbent had not been part of PARCS). Unfortunately, the training officer in Cameroon was transferred halfway through the project and momentum was lost. With personnel transfer and promotion a chronic problem in many African protected area authorities, it is gratifying that so many PARCS implementors are in place at the end of the project. Staffing continuity is essential, not only for the sake of the organization's work, but to prevent the loss of impact that training provides when a recently trained staff member has the opportunity to practice newly acquired skills.

4.3.6 Element 6. Methodology of systematic identification of training needs in place

The method piloted by PARCS is described in more detail in Section 3. However, in brief summary, it is a systematic process based on a cyclical approach, whereby the identification of training needs feeds into the development of a training plan, the implementation of training, the evaluation of training impact, and the continued assessment of additional training needs.



The process of identifying training needs begins by assessing the knowledge, skills, and attitudes necessary to perform the tasks listed in the target group's job description, then comparing those requirements with actual levels of performance of the tasks. Gaps identified are addressed by formulating behavioral objectives that describe the change in behavior expected through training. By defining objectives as an expected behavioral change, the impact of training can be evaluated through performance appraisals. Then by evaluating the impact of training, it is possible to identify new or additional training needs.

Inability to satisfactorily achieve the expected behavioral change need not always be linked to a lack or inadequacy of training. Numerous constraining factors can limit an individual's ability to perform effectively. These also must be identified and analyzed in order to establish realistic expectations for the results of training. In addition, the constraining factors must be addressed by the protected area authorities to avoid the frustration of having highly trained staff in place without the means to carry out their responsibilities.

4.3.7 Element 7. Training plan developed

A training plan documents a structured program to ensure that all staff receive adequate and appropriate training. Training must prepare staff to undertake their assigned duties at a defined level of ability. While training plans may be developed through various approaches, PARCS defined the structure and components of a model training plan through collaboration in the first cross-regional workshop in Arusha, Tanzania, and through technical input from several sources, including the US Forestry Service (USFS) and CEDPA.

In general, the PARCS model training plan includes:

- the subject areas for training with a list of the competencies and knowledge, skills, and attitudes to be addressed
- the target group for training, including the cadre level
- the competency levels required in each subject
- the schedule for the training to ensure realistic attendance and to ensure adequate coverage of posts while staff is in training
- the training strategy or methods (including the actual training format, which can include workshops, short-courses, on-the-job training, etc.)
- the names of participants to attend each training activity
- the budget for each training event.

The operational time frame can vary, as can the target group levels. The plan provides a framework within which the organization carries out its training strategy while retaining flexibility to develop appropriate activities. PARCS assisted in the development of training plans in the protected area authorities of Uganda and Cameroon and was influential in the design of plans by other agencies in other African countries.

4.3.8 Element 8. Financial resources committed for training

As mentioned in Section 3.1, human resources departments in protected area authorities rarely have sufficient financial resources to ensure adequate training for all staff throughout their careers. Consequently, training is frequently funded through outside sources, yet training must be initiated and planned by the protected area authority, in order to ensure that it responds to identified needs and fits into the organization's training plan. Therefore, the training unit needs the ability to solicit and obtain financial support, whether from within or outside of the organization.

The third cross-regional workshop, in Mangochi, Malawi, included fundraising concepts in an effort to ensure the sustainability of training. (See Annex 2.) In the workshop, participants were given reference materials on proposal writing, budget development, and the planning of training activities, and were provided with additional training. Sustainability was linked with a funding cycle that includes planning for funding needs, sharing ideas and concept papers with colleagues and potential donors, developing proposals, implementing training, and tracking/reporting on activities and expenditures.

Additional examples arose during the project, when implementing partners assisted in or observed the procurement of outside donor support for training activities by the PARCS coalition NGOs (AWF, WCS, and WWF). In Congo, funds for training workshops were obtained by the United Nations Environment Programme (UNEP), and in Zaire, a workshop for protected area managers on integrating research into management was funded by the ECOFAC project of the European Union (EU). A detailed list of organizations that 'bought into' the PARCS approach is given in Section 5.2.

4.3.9 Element 9. Appropriate training implemented

The PARCS basic approach to training was synthesized from the team's varied experiences in adult learning and, in many cases, years of involvement in training by the training officers from the protected area authorities. This approach is described briefly below.

One important step was to formulate the training objectives in terms of positive behavioral changes that would have an impact on job performance. This made it possible to measure the effectiveness of training through performance reviews.

Second, PARCS stressed experiential learning in all training activities. Considered the most effective way of learning for adults, experiential learning involves four phases: experience, reflection, drawing conclusions, and applying lessons learned. By developing experience and then applying the lessons learned through that experience, participants internalize and remember what they have learned.

Third, PARCS chose an appropriate training method from among the many different techniques available to the trainer. The list included conferences, distance-learning, short courses, retreats, formal academic programs, study tours, and workshops. PARCS emphasized workshops because of their practicality, structural flexibility, cost efficiency, and ability to absorb numerous participants. A workshop can be held in a room within an institution, or can take place at a field site. To train protected area authority personnel on how to integrate management and research in their field, a workshop was organized at the Centre de Formation en Recherche et Conservation Forestière (CEFRECOF) in Epulu, Zaire, with participants from seven Central African countries. Participants were exposed to a combination of lectures and field exercises that enabled them to base their learning on experience and application, and recognize the importance and necessity of including research in their management strategies once back at their posts.

In many countries, the PARCS project linked with several institutes providing training for protected area managers, most notably the College of African Wildlife Management (CAWM) at Mweka, Tanzania; the Ecole des Spécialistes de la Faune (EFG) at Garoua, Cameroon; and the Southern African Wildlife College (SAWC) in South Africa. The College of African Wildlife Management was the implementing partner in Tanzania, providing institutionalized in-service training courses to Tanzania National Parks (TANAPA), the Wildlife Division (WD) and the Ngorongoro Conservation Area Authority (NCAA). The South African Wildlife College participated in two of the three PARCS cross-regional workshops and invited PARCS team members to help develop curriculum for the college.

PARCS also was able to experiment with different approaches to institutionalize in-service training in the different countries. The various approaches had varying levels of success, given the spectrum of situations, constraints, and opportunities among countries and regions. In Central Africa, PARCS emphasized the importance of sharing the responsibility of training, and available knowledge and skills, within the organization. This was articulated into a *two-step* approach to training, which underlines the necessity for the trainee to make available to others the knowledge and skills he or she has received. Past training has been treated as an end to itself and has not stressed the need to apply and disseminate skills. In the *two-step* approach, the participants at a training event become the trainers for a new set of participants (colleagues) at a second training event. In Congo, Zaire, and Rwanda, training activities included both a first training session and a dissemination training session as a second step.

For in-service training to be realistic and sustainable, the training techniques must be cost effective as well as efficient. Workshops were selected as one of the least costly and most flexible in-service training methods during PARCS. Workshops simultaneously train a number of people, use existing infrastructure and bring together trainers from different backgrounds. Other methods, such as distance-learning courses, formal academic programs, and study tours tend to be more expensive and therefore available to only a few participants.

4.3.10 Element 10. Monitoring and evaluation system in place

The PARCS project emphasized the importance of monitoring and evaluation as the methods through which the training officer could measure the progress of training activities, as well as the appropriateness of the training. PARCS partners experimented with the variety of available techniques to meet different objectives and brought their experience to the cross-regional workshops for analysis of lessons learned.

Monitoring is needed to measure participant reaction to training activities, track individual participation, and gauge the progress of training activities. Monitoring tools, including participant reaction forms, training records, and workshop reports, generally are used to feed back the needed adjustments and adaptations to training activities. Evaluation tools measure the effectiveness of training and the extent to which the behavioral objectives are being met. Shortly after training, it is possible to measure through questions and tests the participant's ability to perform the required tasks. Participant learning also can be measured by testing for knowledge, skills, and attitudes. The impact of training on behavior must be measured also in the workplace through on-the-job performance. The impact of improved performance on the job confirms the link between training and improved capacity of the organization. In PARCS, the objective was to have a positive impact on the conservation of natural resources and protected areas through training of protected area managers.

PARCS developed its systems for monitoring and evaluating training by linking training activities with performance, as shown in the cycle presented in Section 4.3. Training officers developed performance appraisal tools, such as participant action plans, or made other links between performance and training, to produce feedback for re-evaluating training needs. In this way, it was possible to measure training effectiveness, identify new gaps, and identify and analyze other factors that were constraints to performance.

Figure 4 summarizes the elements of institutionalized in-service training that were developed and piloted through the PARCS project for the focal and 'watching brief' countries. This figure also includes information on the project output indicators listed in Figure 2.

5. RESULTS OF THE PARCS PROJECT MADE ACCESSIBLE FOR RELEVANT TARGET GROUPS

5.1 HOW CAN THE RESULTS BE ANALYZED AND EVALUATED, AND THE LESSONS LEARNED BE SHARED?

5.1.1 Lessons learned

One method by which the PARCS project could have the greatest, most sustainable impact was to make available as broadly as possible the valuable results of the analysis and evaluation that took place during the project.

The innovative approach and methodology designed in PARCS Phase I for assessing training needs for protected area managers across Africa was made available to all countries involved in the assessment, as well as other interested parties, as country reports and as the synthesized PARCS Phase I Final Report (Pitkin 1995).

For the PARCS team, the experience of conducting the training needs assessment provided a valuable learning tool in itself. Once tested, the methodology revealed a number of difficulties that were evaluated by the PARCS team, resulting in a revised model that will help future initiatives to evaluate training needs (*Undertaking a Training Needs Assessment: Revised Methodology of the PARCS Project, 1997*; photocopy available from BSP; see address in Annex 5).

Figure 4. Elements of institutionalized in-service training developed and piloted through PARCS

Focal Countries						
Phase I Training	Congo	Malawi	Tanzania	Uganda		
Needs Assessment	√	√	√	√		
Implementing Partners	Ministère des Eaux et Forêts et de la Pêche (MEFP)	Department of National Parks and Wildlife (DNPW)	College of African Wildlife Management (CAWM)	Uganda Wildlife Authority (UWA)		
Institutionalized in-service training elements developed through PARCS						
Training policy			(√)	√		
Training unit						
Training committee			(√, Wildlife Dept)			
Job descriptions		√		(√)*		
Training strategy	√		√	√		
Training personnel	√	√	(√)	√		
Training needs assessment		√	√	√		
Training plan		(√)*		√		
Financial resources	not applicable because funds came from various sources, not all accessed through PARCS					
Training organized through PARCS						
# of courses/workshops	6	7	4	5		
# of trainees	75	75	77	92		
Monitoring and evaluation	√	√	√			
Cross-regional workshops (attendance out of three)	3	3	3	3		
Watching Brief Countries						
Phase I Training	Cameroon	Kenya	Namibia	Rwanda	Zaire	South Africa
Needs Assessment	√	√		√	√	√
Implementing partners	Ministère de l'Environnement et des Forêts (MINEF)	Kenya Wildlife Service (KWS)	Ministry of Environment and Tourism (MET)	Office Rwandais de Tourisme et des Parcs Nationaux (ORTPN)	Institut Zairois pour la Conservation de la Nature (IZCN)	Southern Africa Wildlife College (SAWC)
Institutionalized in-service training elements developed through PARCS						
Training policy		(√)				(√)
Training unit		(√)*				(√)
Training committee				√		
Job descriptions	(√)	(√)			(√)	(√)
Training strategy		(√)		√		(√)*
Training personnel	√	(√)		√	(√)	(√)
Training needs assessment	√	(√)	(√)			(√)*
Training plan	√	(√)*	(√)			(√)*
Financial resources	not applicable because funds came from various sources, not all accessed through PARCS					
Training organized through PARCS						
# of courses/workshops	NA	NA	NA	5	1	NA
# of trainees	NA	NA	NA	70	30	NA
Monitoring and evaluation	√					
Cross regional workshops (attendance out of three)	2	1	1	1		3

Key: √ Implemented by PARCS
 (√) Already in place and effective before PARCS
 (√)* Implemented by other agencies, but using experience gained through PARCS

which linked the objectives of the project to output indicators and described the implementation process. (See Figure 2 and Annex 2, respectively.) These quarterly reports outlined the activities carried out, the inputs required, the assumptions made, the constraints encountered throughout the period, and then highlighted the lessons learned through analysis.

Each training activity also was documented in a training course report, so that the objectives, activities, participants, and budget would be available as records for future training activities. The experience of each training activity was analyzed to provide conclusions and recommendations for future training activities.

The project was implemented primarily at a national level, with activities carried out by the training officers within the protected area authorities or training institutions. The experiential learning that occurred in each country was brought to the continental level in the cross-regional workshops (CRWs). Each workshop was planned along a specific theme and was itself used as a training activity. (See Annex 3.) The first workshop was built around the theme of *planning*. With Phase II just starting in most countries, the project staff and training officers were planning the program, as well as starting the process of training plan development. The theme of the second workshop was *institutionalizing training programs* and covered the design of training activities, theories of adult learning, and the use of different training techniques. The third workshop focused on the *sustainability of training* within an organization. Although training was one objective of the CRWs, their primary purpose was to bring together the project implementors, to share experiences from each country, and to analyze them as a team. The lessons distilled from this process form the core achievement of the project and result from the efforts of many people in different countries, with varied backgrounds and experiences, and diverse constraints and opportunities. These lessons were documented in the CRW reports and also are included in the PARCS handbook for training officers.

Although much of the planning and analysis of activities and lessons learned took place during the CRWs, the project also organized a number of *core team meetings*. The core team included both US and African-based PARCS staff representing the coalition NGOs (AWF, WCS, and WWF) and the BSP coordinating unit. The core team met primarily to discuss internal management issues for implementation, but also identified some of the targets for project planning. Each core team meeting included country updates and identified some principal issues relevant for each country and region. Some of the ideas for the PARCS approaches were first articulated during these meetings, after which they were discussed and developed in more detail at the CRWs with the implementing partners.

In addition to the experience and analysis of the PARCS implementors, the project was able to absorb many lessons learned by other organizations and individuals in training. The USFS helped design training plans, offering a highly valued format and approach. CEDPA brought a great deal of experience in adult learning and training, which was adapted to the needs of the protected area authorities. The lessons learned through PARCS also contributed to other training initiatives. For example, PARCS was invited by SAWC to help articulate a training strategy and develop training curricula.

The handbook *What's Your Role?* (Stone 1997) was written to help training officers develop training for optimum job performance, and to show how training can be the primary means to achieving maximum organizational impact. (See Annex 3.)

Other training materials have been developed through the PARCS project. In Congo, a practical legal guide (*Guide Pratique Juridique*) was produced, which interprets the country's environmental legislation for protected area managers and others responsible for applying the law. A training workshop was based on the draft guide. It was then field tested with protected area managers, and the final guide was adapted accordingly. Another training manual (White, In prep) was financed and developed with other partners by PARCS (WCS) for protected area managers in forested regions in Africa. This manual presents the different techniques used in ecological research in tropical African forests, with an emphasis on the need to

integrate research into management practices. It outlines the information required for effectively managing forested protected areas, the means by which it can be obtained (e.g., simple data collection, to observation, or more rigorous research techniques), and the influence managers can have on research priorities and the use of data from research.

In conclusion, this final report brings together the approach and the methods used, draws conclusions from their implementation, and documents many of the lessons learned throughout the five years of the project.

5.1.2 Results disseminated

Each of the coalition NGOs involved in PARCS reported to BSP, which, in turn, reported to the United States Agency for International Development (USAID). The results of the PARCS project are documented in the previously listed reports, proceedings, and handbooks (see Section 5.1.1) and have been disseminated to the implementing partners and protected area authorities in each country, to the international conservation NGOs involved in the project, to BSP, to USAID, and to other interested organizations. Some of the PARCS reports have been published for a wider audience, so that the lessons learned can be used more broadly. These include the Phase I final report (Pitkin 1995), the handbook *What's Your Role?* (Stone 1997), and this final report.

Different strategies were used to disseminate some of the project results. The Phase I country reports were disseminated in each country, in some cases through a workshop organized for the protected area authorities. For example, a workshop was organized in Malawi to disseminate the findings of the Phase I training needs assessment across Africa and to validate their relevance to Malawi. From the workshop, a strategy was formulated with the Malawi implementing agency to address some of the specific training needs of protected area managers. In Uganda, the training officer used a different dissemination method, which involved visiting every park to discuss the results with the staff in the field.

To help bridge the division between francophone and anglophone Africa, important PARCS documents originally produced in English, such as the PARCS Phase I final report, the cross-regional workshop proceedings, the guide for training officers (*What's Your Role?*), the manual for integrating research into management (WCS), and the PARCS final report have all been translated and made available in French.

The PARCS approach and results have made an impact on other initiatives after being featured in articles and international conferences. Examples include:

- In October 1994, a presentation on PARCS was given during a working session on preparing an action strategy for protected areas in the Afro-tropical realm. The conference was convened at Kruger National Park, South Africa by the World Conservation Union (IUCN) Commission for National Parks and Protected Areas.
- The PARCS approach was incorporated into the training strategy developed during a workshop run by the United Nations Environmental, Scientific, and Cultural Organization (UNESCO) World Heritage Training Program in August 1995, entitled "*Towards a training strategy for the management of natural heritage sites.*" Participants received copies of the PARCS Phase I report.
- The International Centre for Protected Area Landscapes (ICPL), University of Aberystwyth, U.K., ran an article about PARCS in one of its newsletters. In addition, the ICPL program will be adapted to address training needs identified by PARCS Phase I.

5.1.3 Mechanisms established for networking

The CRWs provided a regular forum in which project implementors, resource people, and other colleagues involved with training could meet. Participants became familiar with one another and with the directions each country was hoping to pursue after the project. A strong desire to maintain and capitalize on the professional stimulation of the CRWs prompted discussions in CRW III on how to maintain links. Suggestions ranged from a third phase of PARCS, to a BSP coordinated newsletter, to the formation of a professional association of trainers in conservation in Africa. The appeal of a professional association did not blind participants to the fact that this vision required several intermediary steps. However, the concept of the African Conservation Trainers' Network (ACTRAN) was born, and a team was recruited to develop the partners' ideas further and to begin soliciting funding. The proposed role and function of ACTRAN is detailed in Annex 4. The first group meeting to formalize the network and outline its *modus operandi* is scheduled for September 1997. If ACTRAN gets off the ground (which looks hopeful) and grows to form a professional association, then the PARCS project will justifiably be able to claim the pivotal role in its inception.

The professional friendships that have arisen among many project partners through the PARCS project will enable effective networking whether or not a formal association is established. The PARCS project has definitely instilled a deep commitment to promoting the benefits of structured in-service training, and it has created great camaraderie among the participants. These connections also have decreased the sense of isolation that many face when struggling to establish successful training within their organizations. Participants have all expressed a desire to track their colleagues' future directions.

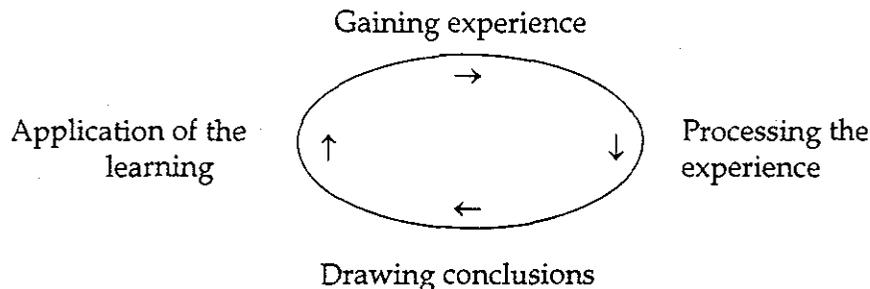
5.1.4 How can the impact of PARCS be evaluated?

The PARCS project has been weakest in terms of monitoring and evaluation, as it is difficult to identify short-term measures for assessing the impact of projects designed to increase understanding and develop experience. However, the PARCS project has made progress toward reaching its strategic objective by achieving the four intermediate results outlined in the 'results framework'. However, the real measure of the project's success will lie in African protected area authorities' continued willingness and ability to apply the tested models, and in increased exposure new agencies to the PARCS approach. The project's impact may be judged further by the handbook's usefulness, which will be gauged through feedback from the trainers and field practitioners who use it. In addition, the fate of ACTRAN will be important to answering whether PARCS will have long-term success.

In the short term, conclusions can be drawn from the evaluations completed immediately following several of the individual training events and the CRWs and from the response to the final publication, which has begun to generate growing interest in the topic and in use of the book as the basis for training curricula. The evaluation forms collected from training events and the CRWs indicate their levels of effectiveness, as do the evaluation questionnaires that were incorporated into the handbook field test. Qualitative assessment can be made by talking with the in-country partners. One final measure that may be used, although it must be applied with caution, is the sustainability of the in-service training programs at the in-country level. It is worth noting the fact that a number of staff are still in a position to continue PARCS training within the protected area authorities. Though personnel stability within these agencies is beyond the control of the project, the fact that PARCS colleagues have remained in their training positions may be considered a significant contribution by PARCS.

5.1.5 Project Design

The PARCS project's effectiveness results from including the following adult learning principles into the design:



The project drew upon the past experience of partners and the newer insights gained through PARCS. The project design allowed flexibility and organic growth, building upon information, ideas, and situations. The NGO coalition's expertise in adaptive project management, as well as their African experience, their knowledge of national nuances, and their existing professional relationships with implementing partners facilitated the rapid establishment of well-integrated teams.

The essential step of processing experiences through reflection, analysis, and discussion occurred at two levels: on a day-to-day basis through the joint implementation of activities and on a continental level through the CRWs and post-meeting evaluations. These meetings became a pivotal, highly valued part of PARCS, characterized by being true learning and reflective experiences. The level of synergy and strong sense of common purpose that pervaded the meetings cannot be truly conveyed in a formal report.

The very nature of this project's objective made it essential to draw conclusions. For this reason, syntheses, lessons learned, etc., documentation through quarterly reports, workshop reports, and course reports had to take an appropriate, useable format that would provide a lasting legacy for future training officers. Producing the handbook required that the project partners present their findings in a very accessible way.

The fourth adult learning principle, the application of the learning, includes taking action and reinforcing learning. Much of this will occur post-PARCS, although the project has laid the groundwork to promote its happening. This is best illustrated by looking at some of the spin-offs and potential initiatives from PARCS:

- SAWC used the PARCS training needs assessment methodology in South Africa.
- The World Bank requested WCS/WWF to undertake a training needs assessment in the Ivory Coast.
- The central Africa regional ECOFAC project (funded by EU) supported training workshops in Zaire and Congo and undertook training needs assessments in its focal countries.
- Training institutions involved in PARCS (e.g., Kenya Wildlife Service Training Institute (KWSTI) and SAWC) have incorporated the need for behavioral objectives and workplace follow-up into their in-service training programs directly as a result of timely exposure to these approaches through the PARCS project.
- In Kenya, Moi University responded to the absence of a masters course appropriate for protected area managers identified in PARCS Phase I by establishing, with AWF's assistance and support from the British Council, a formal partnership with the International Centre for Protected Area Landscapes (ICPL), University of Aberystwyth UK. The ICPL distance-learning Master of Science (MSc) course

'Protected Area Landscape Management and Community Development' will be adapted to include East African needs identified in Phase I, with Moi University providing local tutorial support.

- In Cameroon, the World Bank contracted WCS to prepare a training plan for accessing Global Environment Facility (GEF) funds for a nationwide biodiversity program.
- The PARCS Regional Coordinator for Southern Africa has been recruited to run the new short course in-service training program of SAWC.
- PARCS-initiated activities are continuing in Congo with support accessed by WCS through the USAID-funded Central African Regional Program for the Environment (CARPE).
- In Rwanda, PARCS has linked the International Gorilla Conservation Program's (IGCP) training support to ORTPN and will continue to bring the PARCS 'approach' to future initiatives.
- In Tanzania, the College of African Wildlife Management has funds under a SADC wildlife training project funded by the EU to offer in-service training courses for the region. It will bring the experience gained in PARCS directly to this new project.
- In Uganda, AWF was contracted by the Ministry of Tourism, Wildlife, and Antiquities, and funded by the World Bank, to develop a detailed training plan for the Uganda Wildlife Authority. The World Bank may support UWA training through its Protected Area Management and Sustainable Use (PAMSU) project.
- In Malawi, GTZ has expressed interest in supporting human resource development for the Department of National Parks and Wildlife. A proposal for funding was completed in January 1997.
- The Wildlife Department in Ghana, through the World Conservation Union (IUCN) Protected Area Management and Wildlife Conservation project, has expressed interest in contracting AWF to perform a training needs assessment and develop a training plan for the Department.
- A concept paper for ACTRAN has been developed and potential funding sources are currently being identified.

5.1.6 Buy-in by Partners

Commitment, or "buy-in", by the four NGO partners was an important factor in PARCS's success, and the professional relationships forged have been a very positive outcome of the project. Although levels of funding and effort varied among the NGOs, the coalition consciously worked to maintain a feeling of equal partnership. Participatory management through the mechanism of a core team further enhanced cohesion. Core team decisions received universal support for their successful implementation. Some tasks were shared; for example, each NGO partner took responsibility for organizing the CRW in its respective region. Each organization also made its particular skills or facilities available to the project. For example, AWF provided office space to the WCS Regional Coordinator for Central Africa and the consultant responsible for the interpretive development of the handbook.

Within the implementing agencies, support to PARCS was generally good at an organizational level after the initial commitment to join the project. In most cases, the directors understood the PARCS philosophy. However, PARCS should have focused more specifically on involving senior management, as it is pertinent for both smooth project operations and sustainability. The most demonstrable commitment to the PARCS process was, not surprisingly, at the training officer/unit/committee level. During the project, everyone learned, through and with their colleagues, what constitutes effective in-service training programs. At the CRWs, there was obvious pride when the implementing partners described their activities, which included 28 courses for 419 trainees. However, it was especially exciting to hear participants make reference in their

presentations to having adopted an idea gleaned from someone else's report, through previous CRWs, or through conversations with the regional coordinators and the training advisor.

One weakness of the project, however, was that it focused on developing the capacity of individuals (the training officers or equivalent). The project then worked with the individuals to try and effect institutional development. This required that the assigned staff were motivated and were given responsibility and time by their employers to become fully involved. In some instances, the project was forced to curtail or stop activities when human resources were lacking. This was particularly true in Cameroon and Tanzania.

By the end of the project, all of the implementing agencies involved with PARCS, with the exception of Cameroon, had staff in place. In Cameroon, the original training officer was transferred during the middle of the project. In Uganda, the PARCS project officer recruited to provide technical assistance had acted as the training officer for the evolving UWA; however, her presence prompted the formal creation of a training officer post and appointment in January 1997 of an incumbent with private sector in-service training experience.

5.1.7 Field testing of the Handbook

In preparing the handbook, 'What's Your Role?' for release, PARCS performed a field test. Twenty-five copies of the draft handbook and accompanying questionnaires were distributed to both PARCS project partners as well as non-project personnel involved in management training. Although the draft was in English, bilingual staff of francophone protected area authorities were asked to comment on its applicability for francophone Africa. The draft received overall positive feedback and constructive criticism. Most gratifying was that most of the reviewers in Africa refused to return their copies; instead, they put them to use right away!

5.1.8 Sustainability and future plans

As described previously, most PARCS partners are in place as the project ends. Congo and Tanzania have allocated funds for continuing activities, and there is a strong possibility of funding in Uganda and Malawi. If these latter funds come through, the amounts leveraged for protected area authorities' training programs will exceed the costs of the PARCS project.

The successful stimulation of donor interest in in-service training is a significant achievement for PARCS, justifying the effort invested in understanding how best to increase the capacity of protected area authorities to have appropriately trained staff. This investment augers well for a more widespread adoption of the lessons learned through PARCS.

5.2 RECOMMENDATIONS AND CONCLUSIONS

This report has documented the issues, processes, and activities examined and undertaken during the PARCS project. Within the participating countries, colleagues, managers, and ministers now have a much better understanding of how to increase the capacity of natural resource management authorities across Africa to have appropriately trained staff. This understanding has been gained through testing models, capacity-building within partner institutions, and responsive adaptive project management. The PARCS

project fulfilled its commitment to break the anglophone/francophone divide and to be as participatory as possible. The PARCS outputs, including improved capacity within the partner countries and guides to assist in future institutional development, will contribute to protected area authorities in Africa by ensuring that trained staff function to make their organizations effective.

The PARCS approach and lessons need to be championed wherever they might be applicable, whether through formal project activities or through the ongoing work of the coalition NGOs and implementing agencies. Tracking will be necessary to assess the longer term impact of PARCS and training plans based primarily on in-service training. Measuring the leverage of PARCS also may need a formal evaluation one year after the project ends. While there will be no PARCS Phase III, the fledgling ACTRAN needs support to develop its potential as a network that maintains and expands the contacts and expertise developed in the PARCS project.

6. REFERENCES

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ANNEX 1. COUNTRY PROFILES

FOCAL COUNTRIES: Congo, Malawi, Tanzania, Uganda
WATCHING BRIEF COUNTRIES: Cameroon, Kenya, Rwanda

CONGO PROFILE

STRATEGY AND RATIONALE

The Wildlife Conservation Society (WCS) worked within its existing long-standing relationships with the Ministry of Water, Forests, and Fisheries (Ministère des Eaux et Forêts et de la Pêche (MEFP)) in Congo to develop an "ethic" of training within the responsible department, the Service of Studies and Planning (Service des Etudes et de Planification (SEP)). PARCS emphasized the need to develop a continuous training program linked to performance, including systematic planning based on training needs identification. The MEFP assigned two national counterparts to PARCS: one from the SEP, and another for Training, the Principal Advisor to the Minister. With the WCS national coordinator, they jointly developed a protocol with the Ministry outlining the PARCS program, its approaches, the expected results, and the means to achieve them. The PARCS team also worked closely with the Department of Fauna and Flora, which acts as the technical department for protected area management.

Project results included both tangible outputs and piloted training processes. PARCS/WCS provided technical input, but the project was built on existing strengths and expertise within the Ministry. The PARCS approach in Congo was molded by this focus on utilizing strengths found within the country's existing organizations, and on building upon shared knowledge, skills, and experience. Articulated as a "two-step" process, the training approach emphasized the fact that every person has knowledge and skills to share, and each has a responsibility to ensure that others profit from these resources. In practice, participants of every principal activity organized by PARCS became trainers in a secondary activity that followed.

The "two-step" approach evolved in response to the PARCS Phase I Training Needs Assessment, in which many participants indicated that training was often seen as an end in itself. As the trainees gained a clear advantage over others, they had little incentive to share the benefits and skills learned through training with non-participants. The PARCS objective, *to gain a better understanding of how to increase the capacity of African natural resource management authorities*, strongly emphasized the need to articulate and disseminate lessons learned. WCS applied this philosophy at all levels of the project, believing it to be the most likely means of promoting assimilation of the practice.

KEY OUTPUTS

Output: At least three training offices in operation within protected area authorities

Re-evaluating and developing the role of the service for studies and planning within the MEFP

Prior to PARCS, the Service for Studies and Planning (SEP) was involved only in coordinating MEFP staff participation in externally organized training courses, or selecting candidates for one and two-year programs at the Ecole des Spécialistes de la Faune (EFG) at Garoua, Cameroon. The SEP maintained training records, but did not have a training plan or a systematic means of identifying training needs based on job requirements. Without a budget, the SEP had no means to meet some of the training needs of MEFP staff.

PARCS assisted with the articulation and description of the training officer's role within MEFP, outlining the position's responsibilities, potential functions, and links with other services and departments within the ministry. This clarification and strengthening of the position was made possible mostly because PARCS was being implemented by a SEP senior staff member, with technical and financial support from the WCS National Coordinator. The training officer's role was further expanded to include identifying training needs, developing training plans, approaches, and activities, identifying resources, implementing training, monitoring and evaluating the impacts of training, and fundraising for training. The training officer successfully developed proposals to donor organizations and reported to the donors on the funded training activities.

At the close of PARCS, the training officer remained in post, within the Service des Etudes et de Planification, with funding support from USAID through the CARPE program.

Output: At least thirty training activities covering five targeted areas of need identified in Phase I

Training courses held

The six training courses conducted for protected area managers or "conservateurs" in Congo, addressed several needs identified in PARCS Phase I and included:

- Step 1: A structured study tour to Côte d'Ivoire to explore approaches in community-based conservation
 - Step 2: Participants from the Côte d'Ivoire study tour were trainers for a community-based conservation workshop in Congo.
 - Step 2: A workshop on improved domestic hearths provided a practical example of community-based conservation, reducing fuel-consumption and its impact on protected areas.
- Step 1: A training of trainers exercise on Environmental Laws and Regulations in Congo based on the Guide Pratique Juridique developed by PARCS
 - Step 2: Trainers gave an analogous workshop to PAMs.
- Step 1: A course on Organization and Monitoring of Patrols in Protected Areas in conjunction with the European-ECOFAC project
 - Step 2: PAMs disseminated the lessons-learned to staff in their protected areas.

- English language training for six managerial level staff of the MEFP
- Step 1: A multi-national course on Integrating Research with Management for Protected Areas with funding from the European Union-ECOFAC project
 - Step 2: PAMs from Congo disseminated the lessons learned to staff in their protected areas.
- Step 1: A course on Human and Financial Resource Management for Protected Areas
 - Step 2: Participants helped restructure the SEP within the MEFP.

In every possible case, resource people available in-country were used as trainers to demonstrate the cost-effective use of training resources. Otherwise, they were drawn from the long-term associates of the protected area management authorities and partners.

Training reports for all courses included detailed curricula and materials. Course evaluations made through post-training questionnaires primarily emphasized reactions to the courses and learning. These provide indications of impact; however, only a later assessment, carried out by the protected area authorities and others, can ascertain long-term impacts.

MALAWI PROFILE

STRATEGY AND RATIONALE

The management and conservation of Malawi's wildlife is a responsibility vested in the Department of National Parks and Wildlife (DNPW), under the Ministry of Natural Resources. The DNPW is fortunate that a good number of its PAMs have undertaken some formal certificate, diploma, graduate, or post-graduate level training in wildlife management or related subjects. However, the PARCS report decried the lack of in-service and on-the-job-training, refresher courses, and other specialized training that could improve performance.

WWF implemented the PARCS/Malawi project in collaboration with the Department of National Parks and Wildlife, beginning in December 1994. The PARCS team was comprised of one national counterpart, Mr. Clement Mbota and the Southern Africa Regional Training Coordinator, Ms Dorothy Oyier.

KEY OUTPUTS

Output : At least three training plans for protected area authorities institutionalized

Essentially, the Department initiated the process of institutionalizing training, mostly due to the fact that the current organization places the Department within a full-fledged ministry, which is responsible for many different resources. In addition, training generally falls within a different ministry altogether, i.e., Human Resource Management and Development (HRMD). To assure compliance with HRMD procedures and records, PARCS involved HRMD staff as much as possible in department planning related to human resource development. Set out below are accomplishments:

1. Formalized training plans started with the PARCS workplan as a model. The national counterpart was trained in using spreadsheets, so that he could update Department training records.
2. The national counterpart and a training officer at the Department's training college received assistance in designing a training needs assessment questionnaire and conducting the exercise for parks and wildlife assistants and scouts in the Department.
3. Assessment findings were used to design an appropriate training activity for the targeted staff.
4. The results of two PARCS-organized training activities convinced the Department it needed to review its strategy and evolve a five-year action plan. In response, the Department ran a strategic planning retreat, attended by the key stakeholders, including the parent ministry and the HRMD. Training, as part of human resource development, was identified as key to achievement of the Department's overall goal of self-sustainability. Among subsequent plans is the establishment of a training unit, staffed by a qualified training officer.

In October/November 1996, after the PARCS project ended, a GTZ-funded consultancy addressed both macro training needs and other human development/management issues. The specific terms of reference covered (1) development of a manpower plan for the Department; (2) an inventory of needs for both training and career growth; (3) identification/categorization of staff by academic qualifications, experience etc.; and (4) review of current human resource development policies and procedures.

Output: At least thirty training activities covering five targeted areas of needs identified in PARCS Phase I.

Approximately seven training activities were held covering topics such as:

- legal interpretation
- community-based conservation
- management of human resources
- effective communication skills
- financial management
- prosecution skills

The training received wide coverage in the media, particularly on radio. In total, more than one hundred and seventy five attended the PARCS courses, most of them protected area managers.

The Legal Interpretation and Prosecution course opportunely coincided with presidential assent of the Wildlife Act, which the Department was expected to implement. Among the new responsibilities the act mandates is the prosecution of wildlife cases.

During one training course, the recommendation arose for a review of the Department's strategic plan. In the resulting retreat, the department undertook a SWOT analysis and evolved an action plan, which has since formed the basis of the Department's major activities.

Training activity reports included evaluations made through: video recording and critiques for individual and group appraisal; the use of learning application projects developed during the human resource development course; and one-on-one interviews and questionnaires.

TANZANIA PROFILE

STRATEGY AND RATIONALE

Tanzania, with its various protected area authorities -- the Wildlife Division, Tanzania National Parks, Ngorongoro Conservation Area Authority -- and training and research institutions -- the College of African Wildlife Management, Pasiansi Training Institute, and the Serengeti Wildlife Research Institute -- presented a plethora of opportunities for PARCS Phase II activities, while also presenting a challenge for developing a cohesive 'focal country' approach. AWF based the PARCS project within the College of African Wildlife Management (CAWM) at Mweka, as the school made an ideal coordinator to work with the various authorities and institutions in developing training plans and courses. Subcontracting the College to undertake the PARCS project in Tanzania involved appointing Mr. Julian Machange, of the College staff, to act as the National Coordinator for PARCS and to assign 50% of his time to the project.

Engaging CAWM had the added advantage of making it possible for faculty members to practice in-service training design -- a skill CAWM had been hoping to develop. The contract also provided a capacity-building exercise through which the College gained skills in taking full responsibility for the management and financial tracking of a project. This approach also increased the likelihood the College would establish and run a self-sustaining series of new short courses after the end of the project.

KEY OUTPUTS

Output: At least thirty training activities covering five targeted areas of need identified in PARCS Phase I

Training Courses held

The following courses were held in Tanzania:

- Supervisory Management for Protected Area Manager Course (27th Mar. to 7th April 1995)
- Community Conservation Workshop (2nd - 5th October 1995)
- Tourism and Visitor Satisfaction Course (26th Feb. to 2nd March 1996)
- Tourism and Visitor Satisfaction Planning Workshop (20th - 24th May 1996)

All training activities were planned with either CAWM staff or consultants/subject experts. In one case, a supervisor of protected area managers helped plan a training activity. Based on needs identified in the PARCS I training needs assessment, the activities were attended by a total of seventy-seven protected area managers, who had been selected for participation by their supervisors.

In the first course of the two-step training activity on tourism, participants discussed concepts and ideas. Included was a two-day visit to a national park that enabled participants to identify issues, sites, and situations particular to tourism. Participants went back to their work stations for about two months, where they compared these experiences with their own working place situations. They were then called back to a planning workshop based on the two-day course trip.

Evaluations for all training activities were conducted prior to the training and through daily and end-of-training appraisals. Results showed that participants in all activities not only appreciated the training, but also learned something they could apply in their jobs. The impact of this training on field performance hasn't yet been measured due to lack of time.

Output: PARCS ideas extended beyond the life of the project and beyond PARCS project participants

In-service training materials developed

Due to PARCS, the College has several new training materials available to use in further developing its in-service training program.

UGANDA PROFILE

STRATEGY AND RATIONALE

In 1993 Uganda announced its intention to establish a new protected area authority, the Uganda Wildlife Authority (UWA), to merge the functions of the Uganda National Parks (UNP) and the Game Department (GD). The new organization presented an exciting opportunity for PARCS to provide technical input into the evolution of in-service training, and prompted the selection of Uganda as a focal country. The creation of UWA from two existing institutions posed particular challenges, as training needed to support the reorganization and introduce new management systems, working methods, and attitudes.

AWF and the Ministry of Tourism, Wildlife, and Antiquities (MTWA) implemented PARCS Phase II according to the following strategy:

- To show the Training Officer position's relevance to the new agency. The PARCS/Uganda National Coordinator was based at MTWA and served as a training officer for both the UNP and the GD before the formation of UWA. Creation of the post was intended to help define and justify the role of a training officer in UWA. A counterpart within the MTWA was assigned to work with the training officer.
- To develop training as an accepted, inherent part of all protected areas activities by maintaining a close working relationship with the UNP and the GD.
- To contribute to the development of a long term-training plan for the new protected area authority through continued working relationships.

KEY OUTPUTS

Output: At least three training plans for protected area authorities institutionalized

Training Strategy and Plan for UWA

Development of a training strategy and plan began with a meeting of the training officer, Uganda counterpart, UNP Deputy Director, PARCS team members from the College of African Wildlife Management (CAWM), and a trainer from the US Forest Service. The team borrowed heavily from the recommendations of the PARCS-organized workshop on "Models of In-service Training for the proposed UWA," held in April 1995. The strategy and plan were then further refined with input from the AWF PARCS staff, submitted to the UNP Training Committee, and approved by the UNP Director. These documents contributed to the UWA draft policy paper and served as references for consultants working with the MTWA on the institutional development of UWA. As follow up, AWF was asked by the Ministry of Tourism, Wildlife and Antiquities and the World Bank to prepare a training plan for the Uganda Wildlife Authority as part of the Protected Areas Management and Sustainable Use (PAMSU) pre-appraisal project. If implemented, the plan, which focuses strongly on in-service training, will be a major achievement of the PARCS project.

Output: At least three training offices in operation within protected area authorities

Post of UWA Training Officer established

The work of the PARCS / Uganda National Coordinator, who doubled as the UNP Training Officer, continued from January 1995 to the completion of PARCS activities in March 1996. Based on her work, the new UWA acknowledged the value of a Training and Personnel Officer, which they recruited and funded in early 1997 soon after the organization's formation.

Strategic Planning Meeting for the Uganda Wildlife Training Institute (UWTI)

At the request of MTWA, the PARCS project funded a strategic planning workshop in September 1996 to clarify the role of the UWTI and the newly established UWA. The meeting focused strongly on the future training needs of UWA staff and which of these could best be met by the UWTI through formal and in-service training programs.

Output: : At least thirty training activities covering five targeted areas of need identified in PARCS Phase I

Training courses held

Five training courses were held in response to both the needs identified in PARCS Phase I and some of the projected core training needs for UWA. These one-week courses offered training to a total of ninety-two participants in:

- Management Development Program I (July 1995)
- Management Development II (October 1995)
- Planning and Budgeting Course I (February 1996)
- Community Conservation Course (March 1996)
- Planning and Budgeting Course II (April 1996)

Senior park wardens were the major participants, although the Forest Department also was represented. Most of the courses were run by local training consulting firms (Network Ltd., and Management Training Advisory Centre); however, AWF technical staff ran the Community Conservation Course with the assistance of key wardens from UNP and Tanzania National Parks. UNP Technical Advisors assisted in the Planning and Budgeting Course. The training officer scheduled time between the management courses (Management Development Course I & II, Planning and Budgets Course I & II) to give the participants a chance to practice and test their new skills in their workplace. Before attending the follow-up course, participants were asked to complete a questionnaire on their ability to apply what they had learned. These questionnaires were analyzed by the trainers, and the second courses were modified to address the identified constraints. (Results were included in course reports, and copies were submitted to UNP).

The limited project period prevented the group from performing an impact assessment of the courses in the workplace; however, BSP is planning an evaluation.

Output: Training Committees formed in at least four PARCS countries

UNP Training Committee formed

The PARCS project proposed the formation of a training committee which consisted of the UNP Deputy Director, Administrative Officer, Chief Financial Advisor, Training Officer, and two field-based wardens. The UNP Training Committee held its first meeting in May 1995 to prioritize training needs, review current training activities and issues (e.g., budgets, allowances, selection criteria, etc.), and discuss the future role of training within UNP. The Committee continued to hold regular meetings during the project period.

CAMEROON PROFILE

STRATEGY AND RATIONALE

Due to factors including political and diplomatic issues, WCS chose a regional emphasis for implementing activities in 'watching brief' countries. Cameroon and Rwanda were initially chosen for Central Africa, and Zaire was added with funding from outside sources.

WCS introduced the PARCS approach in 'watching brief' countries and worked closely with the training officers of protected area authorities. Where possible, specific activities were implemented to strengthen the institutional capacity to plan, implement, and evaluate training. The overall emphasis was on strengthening the training officer's role within the institution and not specifically on the implementation of training.

In Cameroon, the training officer from the Service for Training (Service de Formation) within the Ministry of Environment and Forests (Ministère de l'Environnement et des Forêts (MEF)) was seconded to the PARCS project. However, PARCS Phase II was unable to start until October 1994 in Cameroon, due to political conditions in the entire Central African region. The training officer also was transferred to another function, outside of the Service for Training,

after working closely with PARCS for 1 1/2 years, causing the project and the MEF to lose considerable investment in human resource development. The lesson learned through this was that investment in capacity and institutional development must be based on some guarantee of staff continuity. Despite this loss, valuable results were achieved in the project's 1 1/2 years in Cameroon.

KEY OUTPUTS

Output: At least three training offices in operation within Protected Area Authorities

Prior to PARCS, the Chef de Service for Training was primarily involved in selecting candidates and coordinating protected area managers' participation at the two primary training institutes in Cameroon: the Ecole des Spécialistes de la Faune at Garoua -- EFG (a regional francophone training institute), and the Ecole Nationale de Foresterie de M'Balmayo. The MEF did not provide in-service training to its staff, nor was the training officer involved in training implementation outside of his responsibilities as guest lecturer at the EFG and forestry institutes.

The PARCS project involved the training officer in various activities and gave him a very active role in introducing systematic training needs assessments, and planning for training and evaluations implemented within the Ministry. With colleagues from the SEP, the training officer conducted an in-country evaluation of the training provided by EFG, the region's foremost training institution. A questionnaire was circulated to PAMs all around the country who had attended EFG. The responses were analyzed and compiled, and the results were shared with the management of the EFG and fed into a curriculum review that was underway with financing from the Netherlands Government.

Output: At least three training plans for Protected Area Authorities institutionalized

The training officer, WCS Regional Coordinator, and staff from the SEP produced a training plan for the Ministry, to be funded by a nationwide biodiversity program through the Global Environment Facility/World Bank. The training plan reflected training needs and opportunities identified through the PARCS Phase I TNA.

The training plan focused on managers and research staff based in the protected areas, as well as technical, management, and administrative staff based at headquarters in Yaoundé. With funding from GEF and a number of participating donors/projects, the timetable for implementation of the training plan is one to three years.

KENYA PROFILE

INTRODUCTION

Because the Kenya Wildlife Service (KWS) was already developing in-service training programs for its staff with funding through bi-lateral aid programs, Kenya was not a focal country under PARCS Phase II. However, the opportunity this provided for shared lessons from actual training caused Kenya to be selected as a 'watching brief' country.

KEY OUTPUTS

Output: Ten documented innovative approaches to meet identified needs.

M.Sc. in Protected Area Management and Community Development by distance learning

PARCS Phase I indicated that many protected area managers value formal qualifications. However, such courses require long absences from a person's post and scholarships to fund them are often very few. Under PARCS, AWF tracked the progress of two wardens on the International Centre for Protected Landscapes' distance-learning M.Sc. course in Protected Area Management and Community Development. AWF also helped ICPL develop linkages with local institutions to encourage adaptation of the course for protected area managers in the region.

With AWF assistance, a proposal for a ICPL-Moi University link was developed and presented to the British Council in Nairobi. With the British Council's support, ICPL and Moi University signed an agreement in April 1996 to jointly offer the M.Sc. course over the next three years. Lecturers from the two universities have now started to work on the development of the course.

Output: PARCS ideas extended beyond the life of the project and beyond PARCS project participants

CRW III

Two training officers from the Kenya Wildlife Service's Administration and Human Resources Management Department attended CRW III, where PARCS explored and shared ideas on the sustainability of training. In attending, they were offered useful ideas for developing their own training programs.

Strategic Planning Workshop for Uganda Wildlife Training Institute (UWTI)

A strategic planning workshop was organized in September 1996 by the National Coordinator/Uganda and included the Principal of Kenya Wildlife Service Training Institute, and his deputy, in addition to participants from UNP, GD, MTWA, AWF, and local training institutions. The workshop defined the functions of UWTI and outlined a plan of action for the interim period during which the UWA was forming.

RWANDA PROFILE

STRATEGY AND RATIONALE

Rwanda originally was chosen as a focal country for PARCS Phase II, Central Africa. The war and genocide of April to October 1994 and the very difficult situation that followed necessitated a change of strategy in that Rwanda was included in PARCS as a 'watching brief' country at a later stage. (See criteria for selection as focal country in the report.)

In February 1995, PARCS conducted a new TNA, testing the revised methodology (described in *Undertaking a Training Needs Assessment: Revised Methodology of the PARCS Project, 1997*) with the Office Rwandais de Tourisme et des Parcs Nationaux (ORTPN) and the Ministry of Environment and Tourism (MINETO). The results of the revised TNA were similar to those of the original assessment conducted in Rwanda in 1992.

The TNA results prompted the ORTPN to develop, with PARCS team help, a training committee that included senior management and technical staff with the Training Officer of the ORTPN Service for Studies and Planning (Service des Etudes et de Planification). The training committee (Cellule d'Appui à la Formation (CAF)) has organized a number of activities that built on the PARCS approach and emphasized the institutionalization of training.

KEY OUTPUTS

Outputs: At least thirty training activities covering five targeted areas of need identified in Phase I

Due to the war, numerous ORTPN protected areas staff were lost. The ORTPN recruited many new staff, among them people who were relative newcomers to the country (old-caseload refugees from Uganda) with no field experience and little background in conservation and protected area management in Rwanda. PARCS, together with partner organizations in Rwanda (IGCP coalition members), developed a program that addressed some of the more critical and urgent training needs that had been identified in a strategic planning meeting with the ORTPN and MINETO on priorities for institutional support in Rwanda.

The training activities responded to the training needs of field-based staff, including those at management level, in one of the country's more vulnerable and economically critical protected areas, the Parc National des Volcans. A number of courses were run using in-country expertise and training resources. As in Congo, the *two-step* approach was applied, with training initially focused on "trainers," who in turn trained their colleagues. The initial participants were not dedicated trainers, but field-based staff with qualifications similar to the participants of the second training course. The courses offered a wide range of technical skills, which were considered to be priority training needs, given the context and recent history of the country.

Outputs: At least three training offices in operation within Protected Area Authorities

The Cellule d'Appui à la Formation (CAF) was formed within the ORTPN only recently, yet it has been quick to start planning, scheduling, and organizing a number of training activities needed and outlined in the Strategic Action Plan for the ORTPN (October 1994). The committee members have both embraced the PARCS philosophy and adopted the PARCS approach. Additionally, partner conservation organizations have committed funds to continued activities in Rwanda using the PARCS approach. These funds also will continue to support the activities of the training committee. Significantly, one member of the committee attended the Third Cross-Regional workshop in Malawi and is a member of the African Conservation Training Network (ACTRAN).

ANNEX 2. CROSS-REGIONAL WORKSHOPS

All of the participating countries shared the goal of developing an institutionalized and sustainable training plan for in-service training within each protected area authority. *Plan, institutionalized, and sustainable* were the operative words in the question PARCS sought to answer: How to develop a plan for in-service training that enabled the institution to better achieve its mission, that represented the whole institution, and that could potentially become financially sustainable?

To fully share the PARCS experiences, the team organized three cross-regional workshops for participants from ten African countries in three regions. The first workshop in Tanzania explored planning for training protected area managers. The second workshop in Congo examined how to institutionalize quality training programs for improved protected area management. The third workshop in Malawi focused on the sustainability of training. During each event, participants provided updates on PARCS-related activities and discussed lessons learned from pilot projects in each country. The workshops brought together resource specialists of the three coalition NGOs, nine participating protected area authorities, BSP, and trainers from different countries.

The goals and objectives of each CRW are given below:

CRW I Goal: To develop the knowledge and skills of participants in approaches to Planning and Training Plan Development for Protected Area Management

Venue: Arusha, Tanzania

Date: September 1994

- Objectives:**
- To provide the tools needed to develop training plans for protected area authorities.
 - To enrich the thinking and encourage creativity in African organizations related to training and planning.
 - To encourage cross-regional communication, collaboration, and coordination in training protected area managers.

CRW II Goal: To develop the knowledge and skills of participants in building institutionalized, quality training programs for improving the management of protected areas

Venue: Pointe Noire, Congo

Date: August 1995

- Objectives:**
- To review the principal elements and characteristics of an institutionalized, quality training program.
 - To explore options for conducting training activities by sharing a variety of training experiences from participant countries
 - To examine the linkages between the design and impact of training on protected area management, using a community-based conservation program at Conkouati as an example.
 - To examine the principles of adult learning within the context of existing and future PARCS training activities.
 - To develop tools and methods for evaluating training activities in protected area management.

CRW III Goal: To develop the knowledge and skills of participants in promoting the sustainability of in-service training programs for effective management of protected areas.

Venue: Mangochi, Malawi

Date: March 1996

- Objectives:**
- To explore successes and issues in making in-service training sustainable.
 - To evaluate the impact of an in-service training event on a warden's performance through a Malawian case study.
 - To share approaches for strengthening the impact of in-service training.
 - To present strategies, skills, and tools to diversify funding sources.
 - To examine advocacy for promoting in-service training sustainability.

Instructions for obtaining copies of workshop reports are given at the end of this report.

ANNEX 3. AFRICAN CONSERVATION TRAINERS NETWORK

The proposed objectives of the African Conservation Trainers Network are:

- Through networking, to promote the development of overall training skills of conservation trainers throughout Africa.
- Through networking, to promote the development of training skills of protected area managers, recognizing their role in in-service training.
- To develop cooperative links between network members through meetings, workshops, and technical fora.
- To promote exchange of conservation training expertise and materials between francophone, anglophone, and lusophone countries in Africa.
- To establish the framework for a professional association of conservation trainers.
- To promote the dissemination of information and resource materials on current conservation issues to network members.
- To sustain the momentum generated by the PARCS program.

ANNEX 4. KEY PARTICIPANTS IN THE PARCS PROJECT

Central Africa

Samba Doukaga	Ministère des Eaux et Forêts, Congo
Matthew Hatchwell	Regional Coordinator, WCS
Annette Lanjouw	Regional Coordinator, WCS
Rufin Oko	Ministère des Eaux et Forêts, Congo
Emmanuel Poona	Ministère de l'Environnement et des Forêts, Cameroon
Eugene Rutararama	WCS

Eastern Africa

Elizabeth Chadri	Asst. Regional Coordinator, AWF
Jared Crawford	Managing Editor and Designer of PARCS handbook
James Lutalo	National Counterpart, Uganda, Game Department
Julian Machange	National Coordinator, Tanzania, CAWM
David Manyanza	Project Manager, Tanzania, CAWM
Annie Mpiima	National Coordinator, Uganda, AWF
Bruno Mvula	Wildlife Division, Tanzania
Deborah Snelson	Regional Coordinator, AWF

Southern Africa

Michael Dyer	Regional Manager (Phase I)
Clement Mbota	Department of National Parks and Wildlife, Malawi
Dorothy Oyier	Regional Coordinator, WWF
Clive Poultney	SAWC
Joe Venter	SAWC

US-based

Chris Feral	AWF
Cynthia Jensen	WWF
Irene Kamau	WWF
John Magistro	BSP
Kate Newman	BSP
Barbara Pitkin	BSP
Tim Resch	USAID/PARTS
Hilary Simons Moreland	WCS
Ralph Stone	CEDPA/ Author of the PARCS handbook
Amy Vedder	WCS
Sissel Waage	WWF

OBTAINING PARCS REPORTS

Available from the Biodiversity Support Program, c/o WWF, 1250 24th Street, Washington DC 20037, USA.

Country reports (1993) for:

Burundi	Rwanda
Botswana	Tanzania
Cameroon	Uganda
Congo	Zaire
Ethiopia	Zambia
Kenya	Zimbabwe
Malawi	

Protected Area Conservation Strategy (PARCS): Training Needs and Opportunities Among Protected Area Managers in Eastern, Central and Southern Africa by Barbara Pitkin (1995) ISBN 9966-884-88-2.

Institutionalizing In-Service Training in Protected Area Authorities in Africa: Final Report of the PARCS Project by Deborah Snelson and Annette Lanjouw (1997)

Undertaking a Training Needs Assessment: Revised Methodology of the PARCS Project (1997).

What's Your Role? Training for Organizational Impact, a Guide for Training Officers in Protected Area Management by Ralph Stone (1997). Managing editor and Designer, Jared Crawford. ISBN 1-887531-26-2