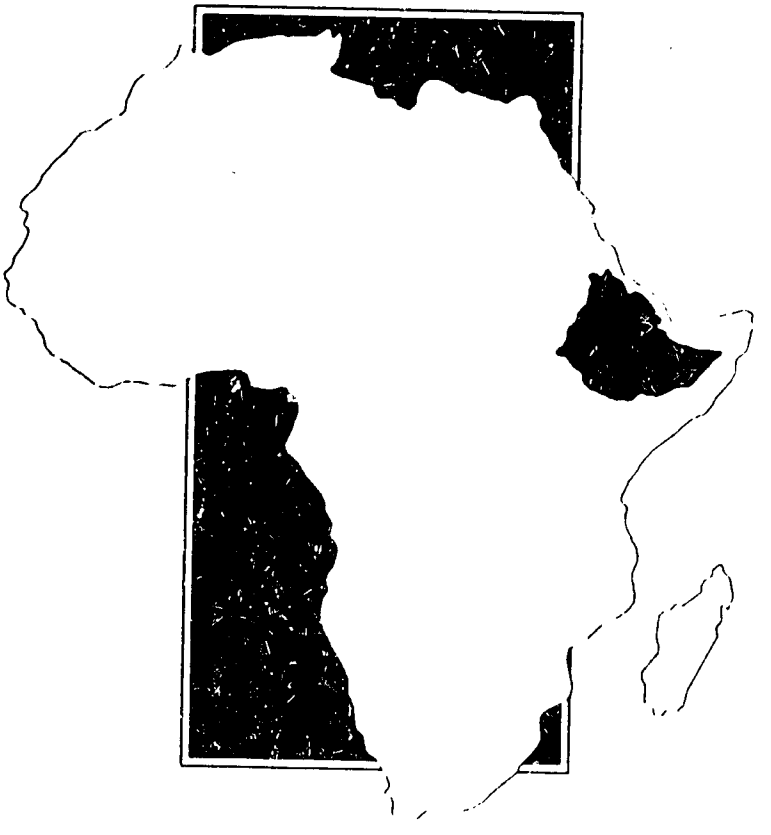
PN-ABW 739

PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED AREA MANAGERS IN AFRICA



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ETHIOPIA

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Biodiversity Support Program

WWF

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PARCS

Country Report: ETHIOPIA

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EXECUTIVE SUMMARY

ETHIOPIA

TRAINING NEEDS AND TRAINING OPPORTUNITIES ASSESSMENTS

Introduction

Protected Area Managers (PAMs) play a vital role in the protection and conservation of Africa's rich biological resources. Protected area management in Africa is becoming an increasingly complex task requiring technical skills relating not only to wildlife and tourism, but to management, planning, law, policies, finance and accounting as well.

Traditional training institutions and programmes for PAMs in Africa have not kept pace with the increasing demands on effective protected area management. The PARCS (Protected Area Conservation Strategy) project seeks ways to facilitate the process of addressing training needs in skills which PAMs themselves recognise a deficiency.

The PARCS training needs and training opportunities assessment addresses two questions: (i) 'What is needed in respect of PAM training to enhance the conservation of Africa's protected areas?', and (ii) 'What can be done to provide such training for PAMs?'

A questionnaire was designed to gather data on the skills required for protected area management and levels of skills PAMs currently possess. Differences between skills needed for the job and those actually possessed are recognised as a training need. Further information on training needs and training opportunities were obtained through interviews with PAMs and their supervisors.

Training Needs Assessment

Within the Ethiopian Wildlife Conservation Organisation (EWCO) there is no detailed training programme for PAMs. Formal, wildlife institutional training is provided for newly recruited and experienced intermediate staff at the College of African Wildlife Management College at Mweka in Tanzania. In most cases the diploma obtained supplements a diploma or degree already held. EWCO does not have a 'training plan'[1] which is designed to ensure that all protected area management staff are trained in the fields appropriate to their present responsibilities.

Nine PAMs, one Field Operations Director (FOD), one researcher and two field associates completed questionnaires.

Analyses of questionnaire data provided the backbone of the training needs assessment. The levels of skills required for the job (as set by PARCS[2] in the questionnaire) were first validated to ensure that the questionnaire truly reflected the scope of responsibilities held by PAMs in Ethiopia. Training needs for each skill/competency were determined by a 'gap analysis' which compared PAMs current skill levels with those

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[1] A training plan is defined here as a structured programme that operates in a pre-set timetable to ensure that all protected area management staff receive adequate and appropriate training prior to assuming their posts. It also provides professional development and refresher courses regularly and monitors and evaluates training programmes undertaken.

[2] The PARCS' team of consultants set knowledge levels based on their own experiences in protected area management in Africa and on comments and opinions from both government and NGO management professionals.

PAMs identified training needs in the following general areas:

Knowledge Skills:	Policies and Procedures Finance/accounting Planning Legal Technical
Mental and Social Skills:	Problem Analysis Evaluation Written

The main divisions of the job where training needs for knowledge skills were identified included:

- Awareness of research activities and progress against plan
- Ensuring harmonious relationships with neighbouring communities
- Ensuring availability of a competent and well-motivated staff
- Ensuring optimum levels of visitor satisfaction
- Representing the protected area and its interests in public meetings

The constraints on PAMs meeting their job responsibilities include a severe manpower shortage and lack of funds for operational activities. The lack of previous appropriate training is also important. EWCO staff feel that a well structured in-service training programme would address many of the organisation's training needs, but EWCO will continue to need support to send members of staff to formal training institutes.

FODs' training needs were identified as:

- Strategic planning
- Development of, and compliance with policies, procedures, and standards
- Planning optimal deployment of well-motivated competent staff
- Development and achievement of operational plans and budgets

It was felt that in-service training for senior management staff would be an appropriate way to build knowledge and skills in these areas.

Training Opportunities Assessment

No institutions in Ethiopia address any overall protected area management training needs of PAMs. There may be some opportunities to address specific needs by attending courses run by development agencies or the private sector.

Recommendations

- **Formal Training**

  Emphasis should continue to be placed on sending EWCO staff to Mweka College to receive formal training at the diploma and post-graduate diploma levels.

- **In-service Training**

  Recognising that at present Mweka does not meet adequately all the needs of EWCO, the organisation should plan to supplement these gaps through an in-service training programme. Such a programme would consolidate the present staff's experience and it would also provide an opportunity to introduce new skills into the organisation at several levels, ie both for PAMs in the field and for headquarters staff. The results of the PARCS survey could form the basis for

designing an in-service training programme which might include the opportunity to attend short courses run by other organisations within the country, but more importantly to run courses within EWCO.

- **Higher degrees**

Some EWCO staff would like to continue their career development by undertaking a masters degree. This would be appropriate provided the specific skills which would be learned reflect the needs of the organisation and would help EWCO to reach specific objectives. The development of a more detailed training plan would allow EWCO to set training in the context of its future activities and its role in protected area management in Ethiopia. In the past EWCO staff have gone to Europe for masters studies, but openings in Africa should be considered as such courses may be more relevant as well as less expensive. Another cost-effective option, which could be explored, is for EWCO staff to enrol on a correspondence course to attain a masters degree. Although working in this way towards a degree requires considerable self motivation and discipline, it might be suitable for some staff members.

- **Regional governments and training needs**

As the newly formed regional governments consolidate the roles of their natural resources bureaux, a new cadre of people responsible for the management of wildlife and natural resources will become established. EWCO's relationship with these bureaux is currently being defined and it may be that more EWCO staff are assigned to regional posts. This has implications for training within EWCO, but also raises the question whether there would be advantages in developing some joint in-service training courses for EWCO and regional staff. The area of community conservation could be particularly relevant to this, as well as the development of integrated conservation and development plans.

SECTION 1

PROTECTED AREA CONSERVATION STRATEGY (PARCS)

1.1 THE APPROACH

1.1.1 Africa's system of National Parks and Protected Areas constitutes one of the most important safeguards of the continent's rich biological diversity. Protected Area Managers (PAMs), the decision makers in the field, play a critical role in the overall functioning of these areas. In recent years a number of observations on factors constraining effective Protected Area management, drawn from experiences in the field, have been made. They include:

a The job of a PAM is becoming an increasingly more complex task, requiring technical skills relating not only to wildlife and tourism, but to management, planning, law, policies, finance and accounting as well.

b Traditional training institutions and programs in Africa generally have not kept pace with the increasing demands of the PAM's job.

c Courses offered at leading wildlife institutions are often too theoretical, academic, broad-based, host-country specific, and habitat-specific.

d Few PAMs have access to the formal training opportunities available.

e Few data exist on the effectiveness, relevance, and value of traditional and non-traditional forms of training for PAMs.

f The capacity for institutions to train and develop training programs needs to be strengthened.

g Existing training institutions and programmes need to revamp their curricula to address the specific needs of PAMs.

h Relevant training opportunities outside the traditional conservation sector need to be identified and made available to PAMs.

1.2 THE PROJECT

1.2.1 In light of the above the PARCS project seeks to address two questions: (i) what is needed in respect of Protected Area Manager training to enhance the conservation of Africa's Protected Areas? and (ii) what can be done to provide this training for PAMs? (ii) what steps can PAMs themselves take to identify and design pilot educational efforts that respond to their needs?

This is to be done by:

a undertaking a participatory assessment of training needs, priorities, constraints, and opportunities for PAMs in three regions of sub-Saharan Africa (east, central, and southern)

b facilitating the development and establishment of a pilot program in each of the three regions to implement recommendations from the needs assessment

c collaborating with PAMs in the development of a broad series of recommendations for training Protected Area management staff

1.2.2 The PARCS project is envisioned as a multi-year activity. During the first year (Phase I) an in-depth assessment of training needs, priorities, etc., was completed in each region. Specifically, for PAMs, the assessment was designed to:

a assess skills needed for effective Protected Area management

b assess present skill levels

c determine the types, amount and frequency of training currently received by PAMs

d assess training needs of PAMs

e identify constraints to adequate and effective training

f identify the institutions and programmes presently used for training

g identify potential opportunities for relevant training

h identify potential activities to evaluate appropriate training methods

1.3 OVERARCHING QUESTIONS

1.3.1 Data generated by the training needs and training opportunities assessments was used to answer a suite of overarching questions which addresses the main points outlined in Section 1.2 above. These questions are listed below and are divided into broad, general categories of enquiry each with a sub-set of subordinate, specific ones.

1.3.2 The Questions

1.3.2.1 What are the responsibilities of a PAM? Are these responsibilities universally recognised?

a What are the descriptions and understandings of the responsibilities of a PAM currently declared by resource management authorities?

b What are the responsibilities recognized by PAMS?

c How do PAMs' perceptions compare with PARCS' perceptions?

d How do trainers' perceptions compare with PARCS' perceptions?

e Has the job of PAM changed over last 20 years?

f What are others' perceptions: do they match PAMs' and/or PARCS' perceptions?

1.3.2.2 What are the constraints on meeting these responsibilities? Where does training fit in?

a What are the overall constraints?

b What is the importance of training in overcoming constraints? [as in 1.3.2.1]

1.3.2.3 Are PAMs skilled to the level judged by this training needs assessment to satisfactorily do their job? Where are the deficiencies?

a Are skills satisfactory compared to PARCS' perceptions of job skills?

b Are there differences between biomes in the technical knowledge of PAMs?

1.3.2.4 What training has been received by current PAMs that is perceived by them as useful? How much? What kinds? Relevant to which kinds of job requirements?

a What is the existing training that has been received by current PAMs?

b Comparisons of types of training received by PAMs, in respect of years of service, that has contributed most to gaining skills.

c Does training received cover all major requirements?

d How well does existing training prepare PAMs? Does type of training received reflect the degree of preparation for requirements?

e Does exposure to various conservation techniques (other than in-service training) improve PAMs skills and knowledge?

f What do training programs aim for?

1.3.2.5 Assessments of Field Operations Directors (FODs)

a What are the responsibilities of senior management positions (i.e. FOD)?

b What kind of training has been received in these areas?

c What are FOD training priorities?

1.3.2.6 What further training is required?

a Where are the biggest gaps perceived by PAMs between self-evaluated skills and those required for the job?

b Where are the biggest gaps perceived by others?

c What are the constraints to training?

1.3.2.7 What present programmes could be restructured/enlarged to include training opportunities for PAMs?

1.3.2.8 Are there other appropriate training opportunities that have not been utilised?

1.3.2.9 What kinds of training should be recommended?

1.4 THE PROCESS

1.4.1 The PARCS project is managed by the Biodiversity Support Program (BSP) and implemented by a collaborative group of three NGOs: The African Wildlife Foundation (AWF), Wildlife Conservation Society (WCS), and World Wildlife Fund (WWF). AWF is the lead organisation in east Africa, WWF leads PARCS in southern Africa, and WCS has assumed lead responsibility in francophone central Africa.

1.4.2 Funding for PARCS comes from the Bureau for Africa of the U.S. Agency for International Development (AID). Supplementary funding has been provided by WWF, with AWF, WCS and WWF contributing staff time to the project as well. Furthermore, each of the collaborating organisations is drawing from its expertise and experience with related ongoing activities in the field, to enhance the PARCS assessments.

1.4.3 The PARCS project is led by a U.S.- based core team consisting of Kate Newman of BSP, Cynthia Jensen of WWF, and Amy Vedder of WCS. Regional Managers representing AWF (Deborah Snelson), WWF (Michael Dyer) and WCS (Annettte Lanjouw) conducted the PARCS assessments in the field. Barbara Pitkin of BSP coordinated the overall activities of the collaborative group whilst Deborah Snelson provided field coordination of PARCS activities from the AWF office in Nairobi. Data analysis was carried out by Vitalis Wafula and David Sumba of AWF.

1.4.4 The methodology for the PARCS assessment was developed during a four-day workshop in Nairobi in August 1992. The workshop was facilitated by Peter Woolf of Price Waterhouse, and attended by Barbara Pitkin, Michael Dyer, Annette Lanjouw and Deborah Snelson.

1.4.5 After the workshop, the methodology was reviewed by a number of key members of the conservation community in Kenya and Zimbabwe and a sampling of wardens from several African countries. The Regional Manager in southern Africa conducted a trial assessment of training needs in Malawi between 13 September and 2 October 1992. The methodology was also reviewed by the core team in late September and amended in light of those reviews (Biodiversity Support Program 1993).

1.5 GOAL OF THE METHODOLOGY

1.5.1 A questionnaire approach was adopted for the needs assessment for the following reasons:

a The questionnaire could be designed as a matrix and serve as an efficient and practical way to present the array of specific skills required for the job of a PAM (see annex I)

b It would provide a convenient tool to compare outside assessments of the skills required of the PAM with the PAMs' own perceptions of required skills

c It would provide a qualitative and quantitative means of assessing training needs

d It would lend itself well to standardized data extraction, manipulation, comparison and analyses across the three regions of Africa

1.5.2 A strength of the questionnaire is that it is not just a means of gathering information, but it is a training tool in and of itself. The process of leading the PAM through the questionnaire was designed to stimulate thought and discussion on the important facets of Protected Area management - the questionnaire may well have influenced the way some PAMs look at their jobs and their role in managing those Areas.

1.6 TARGET GROUPS

1.6.1 The primary target group for the PARCS assessment is the Protected Area Manager, the highest ranking manager on-site in a Protected Area. Across the many countries in the PARCS assessment, a wide variety of individuals with a multiplicity of titles may act as PAM (e.g., regional officers, warden, senior warden). In order to identify the appropriate individuals for the assessment in each country, it was necessary to carefully examine organisational structures and job descriptions.

1.6.2 In some countries problems in Protected Area management may be a result of individuals who, at the directorate level, have little experience in such fields as management and planning. Hence, in countries where the PARCS Regional Manager and his/her core team representative deemed it possible and desirable, the assessment broadened to include the level of management above the PAM, i.e., Field Operations Director (FOD) at departmental headquarters.

1.6.3 It is also recognised that in many cases the job of PAM will eventually be filled by individuals immediately below this level (depending on organizational structures and the procedures of the organization). The Regional Manager and his/her core team representative may therefore have decided to include in the assessment, individuals directly below the PAM. In Tanzania, for example, there are senior wardens, wardens, and assistant wardens, so assistant wardens may be included in the assessment. In countries such as Zaire, where there are rarely managerial positions below the PAM, lower levels would not be included.

1.6.4 The categories of people who were asked to participate in the assessment are listed below:

a Subordinates to the PAM (e.g., assistant warden) and other individuals who are likely to work as PAMs in the future

b Protected Area Manager (PAM);

c Officers senior to PAMs, and other individuals who have recently worked as PAMs

d Field Operations Director (FOD)

e Trainers/lecturers at wildlife institutions where PAMs receive training

f Research Officers

1.7 TARGET COUNTRIES

1.7.1 The PARCS assessment was intended to cover as many countries in eastern, central and southern Africa as possible. In this way, the end product should provide a comprehensive assessment of the training needs and opportunities over a sizeable part the continent.

1.7.2 Practical realities, however, inevitably dictated that in-depth assessments could only be done in some countries, limited assessments in others' and no assessments in yet others. In-depth assessments involved in-country site visits and followed the methodology described in this document. Limited assessments involved more cursory assessments, often conducted from outside the country using means available (limited use of the questionnaire through selective interviews and mailings, collection of baseline data through telephone interviews, literature searches, etc.).

1.7.3 The practical realities that dictate where assessments were conducted included, but were not limited to:

a government cooperation

b USAID cooperation (for those countries being assessed with USAID funds)

c civil war/unrest

d relative importance placed on a country's biodiversity and protected areas vis a vis other countries in the region

e potential for follow-on activities

1.7.4 A preliminary categorization of countries was made. This was as follows:

EAST AFRICA
In-Depth Assessments: Tanzania (including Zanzibar), Kenya, Uganda, Ethiopia
Limited Assessments: Somalia

CENTRAL AFRICA

In-Depth Assessments: Cameroon, Congo, Rwanda, Zaire
Limited Assessments: Burundi, Central African Republic, Gabon

SOUTHERN AFRICA

In-Depth Assessments: Bostwana, Malawi, Zambia, Zimbabwe
Limited Assessments: Mozambique, Republic of South Africa (training opportunities assessment only)

1.8 PRELIMINARY GROUNDWORK

1.8.1 Regional Managers arranged an initial meeting with a senior official, usually the Director, at Departmental headquarters. If there was a person responsible for training stationed at headquarters that person was also contacted. The initial meeting could be simply an informal one where the Regional Manager describes the PARCS project and requested information to be collected and appointments to be made in preparation for a more formal meeting.

1.8.2 At the formal meeting at headquarters, the following sorts of information was gathered:

a organizational structure for the whole Department and, if available, for individual Protected Areas

b minimum requirements for, and descriptions of, the job of PAM, FOD, and other positions as appropriate

c training records

d in-service training programs (how often provided? who plans them? numbers of staff attending courses? financing? etc)

e formal wildlife training institutions used (who attends them? how many?)

f other training opportunities (workshops, seminars: who attends? how many? financing?)

g number of Departmental training officers (job desciptions?)

h training programs (annual budget, evaluations, constraints).

1.8.3 PARCS was intended to be conducted in an adaptive way, reflecting the needs and wishes of government programs and interests in training. The government (Department) was therefore invited to plan how PARCS was conducted for its country. At the formal meeting at HQ a briefing was given on how the PARCS assessment could be administered.

1.8.3.1 The preferred (PARCS) strategy for conducting the questionnaire was for the Regional Managers to hold interviews and discussions with PAMs and make site visits to directly observe Protected Area management. The Regional Managers however had to tailor their approach to individual country circumstances. Options for conducting the questionnaire were to:

a explain the questionnaire and have the PAM fill it out with the Regional Manager nearby to assist

b explain the questionnaire and leave it for the PAM to fill it out on his/her own time

c explain the questionnaire in a workshop and have PAMs fill it out individually

d mail out the questionnaire

e use a consultant or colleague to do one or more of options a-c

1.8.4 The Director was invited to decide on which was the best method for the PARCS assessment, and often helped to set up meetings and/or workshops with PAMs. He/she was also asked to recommend people to talk to about training opportunities.

1.8.5 RMs might then have arranged meetings with FODs during which they were asked to complete the needs assessment questionnaire as an independent validation of PAMs' own responses. It was explained that by rating the general skill levels of PAMs in the FODs' organization, training needs would be identified.

1.8.6 The RM might have decided to discuss the FODs'position and training needs. This was intended to be an informal discussion. The RM presented the following as the main aspects of the FOD's job that may carry training needs:

a Strategic planning

b Development and compliance of policies, procedures, and standards

c Representation of organization and public relations

d Planning optimal deployment of well-motivated competent staff

e Development and achievement of operational plans and budgets

f Planning for availability and optimal deployment of technical specialist services from headquarters to protected areas

g Ensuring availability of hardware and software necessary to achieve organization's objectives, within budget

h Managing concessions in protected areas

1.8.7 The FOD was asked to verify that these are the key aspects of the job and to comment on the list. The FOD was then asked what kind of training is needed to accomplish these tasks, what weree his/her three priority training needs, and what are the constraints to obtaining this training.

SECTION 2

TRAINING NEEDS ASSESSMENT

2.1 INTRODUCTION

Ethiopia has an area of over 1,000,000 sq kms and a population of just over 50 million. The country has a wide variety of vegetation zones. In the highlands, these range from montane forest, bamboo, heath, moorland to grassland and cultivated areas. In the lowlands mainly dry bushland and Acacia woodland prevail, with semi-desert in parts of the east and north and savannah woodlands in the west.

Ethiopia is a very important country as it has many critical sites for biodiversity. Although nine national parks have been proposed only two have been officially gazetted (Simien Mountains and Awash). The recent civil wars have hampered the management of several of these parks and immigration of people into highland areas, and their associated agricultural practices, threatens some parks and other montane forest areas. Besides many endemic plants and birds, Ethiopia has several endemic mammals which include the mountain nyala, Walia ibex, Simien jackal, gelada baboon and Swayne's hartebeest. Several other species have the majority of the world population resident within Ethiopia eg the hamadryas baboon. There is large tourism potential based on wildlife viewing and adventure travel but this will only succeed if the protected areas are rehabilitated and well trained personnel are deployed to manage them. Two wildlife conservation organisations and PARCS project collaborators, WCS and WWF, have had technical advisors working in Ethiopia for ten and four years respectively.

The proposed protected areas cover a good range of Ethiopia's natural terrestrial habitats, although areas of forest, arid thrornscrub in the Ogaden needs to be included. Major constraints to the management of wildlife - besides the recent civil wars which prevented access to many areas - include the lack of trained manpower and the lack of funds to establish infrastructure within the national parks, as well as the fragile legal status of most of the areas.

In 1990/91 EWCO lost four of its key personnel in road and aeroplane accidents. In response to this EWCO developed a manpower development and training plan for its staff (see 2.1.4). In September 1991 the Head of the Conservation Division of EWCO attended the strategic planning meeting held at the College of African Wildlife Management, Mweka, which was organised by AWF. In advance of the meeting EWCO had prepared on issues for discussion at the meeting (see annex 2). As can be seen from the paper EWCO had recognised the need to train protected area managers more broadly and had identified some of these areas already. This suggested that EWCO might be an appropriate and receptive organisation to participate in Phase I of PARCS and to initiate some of the in-service training pilot programmes to be developed under Phase II of the PARCS project. EWCO indicated its willingness to be part of the PARCS project in a letter to AWF in November 1992.

EWCO has been in receipt of external support in the recent past. WCS has provided the EWCO with an advisor for the past ten years who has been working towards the development of management plans for the parks as well as institutional development of the organisation. Funds have also been put into the Bale Mountains and Awash National Parks, a study of the Simien jackal and an environmental education programme in recent years. WWF has also supported the environmental education project (with WCS) and a field ecological monitoring project (which has been severely hampered by the security situation). The latter was meant to have included a major training component WCS and WWF (and AWF) have funded scholarships to Mweka College in the recent past, but no long term in-service training has been developed or funded. At present WWF/EARO is working with EWCO to develop a programme of support.

2.1.1 **Summary of Ethiopia's Protected Area system;**

Table 1: Summary of Protected Areas

National/international designations Name of area	IUCN management category	Area (ha)	Year notified
National Parks			
Abijatta-Shalla Lakes	II	88,700	1970
Awash	II	75,600	1966
Bale Mountains	II	247,100	1969
Mago	II	216,200	1978
Nechisar	II	51,400	1973
Omo	II	406,800	1966
Simen Mountains	II	17,900	1966
Yangudi Rassa	II	473,100	1976
Gambella	II	506,100	1974
Sanctuaries			
Kuni-muktar	II	?	?
Babile Elephant	II	698,200	1970
Senkelle Swayne's Hartebeest	II	5,400	1972
Yabello	II	253,700	1985
World Heritage Site			
Simen National Park	X	22,000	1978

Source: IUCN 1992.

2.1.1.1 The status of Ethiopia's national parks is unusual. Only two parks, Simien and Awash have been officially gazetted. However EWCO is working towards formalising the status of the other protected areas under its jurisdiction. A proposed project to be funded by the EC, will request the formal gazettement of Omo, Nechisar, Mago National Parks as a precondition to the commencement of the project. Park management plans have been prepared for Simien Mountains, Bale Mountains and Awash National Parks.

2.1.2 **Protected Area authorities**

2.1.2.1 The Ethiopian Wildlife Conservation Organisation is a government organisation currently under the Ministry of Natural Resource Development and Environmental Protection (MoNRDEP). EWCO is the authority which is, and has been, responsible for the management and development of Ethiopia's natural resources and conservation areas. Its objectives are:

a to ensure conservation and development of Ethiopia's natural resources

b to educate and integrate local people in the process

c to contribute to the future development of the people in Ethiopia in relation to its economy, science and recreation

2.1.2.2 The present organisational chart for EWCO is presented in Figure 1. At the time of writing there are proposals for a new structure for the MoNRDEP and for EWCO - see Figures 2 and 3. Figure 3 illustrates the relationship between EWCO and other natural resource organisations within MoNRDEP. At present there are just over 300 people in service in EWCO.

Fig 1: Ethiopia Wildlife Conser.ation Organisation

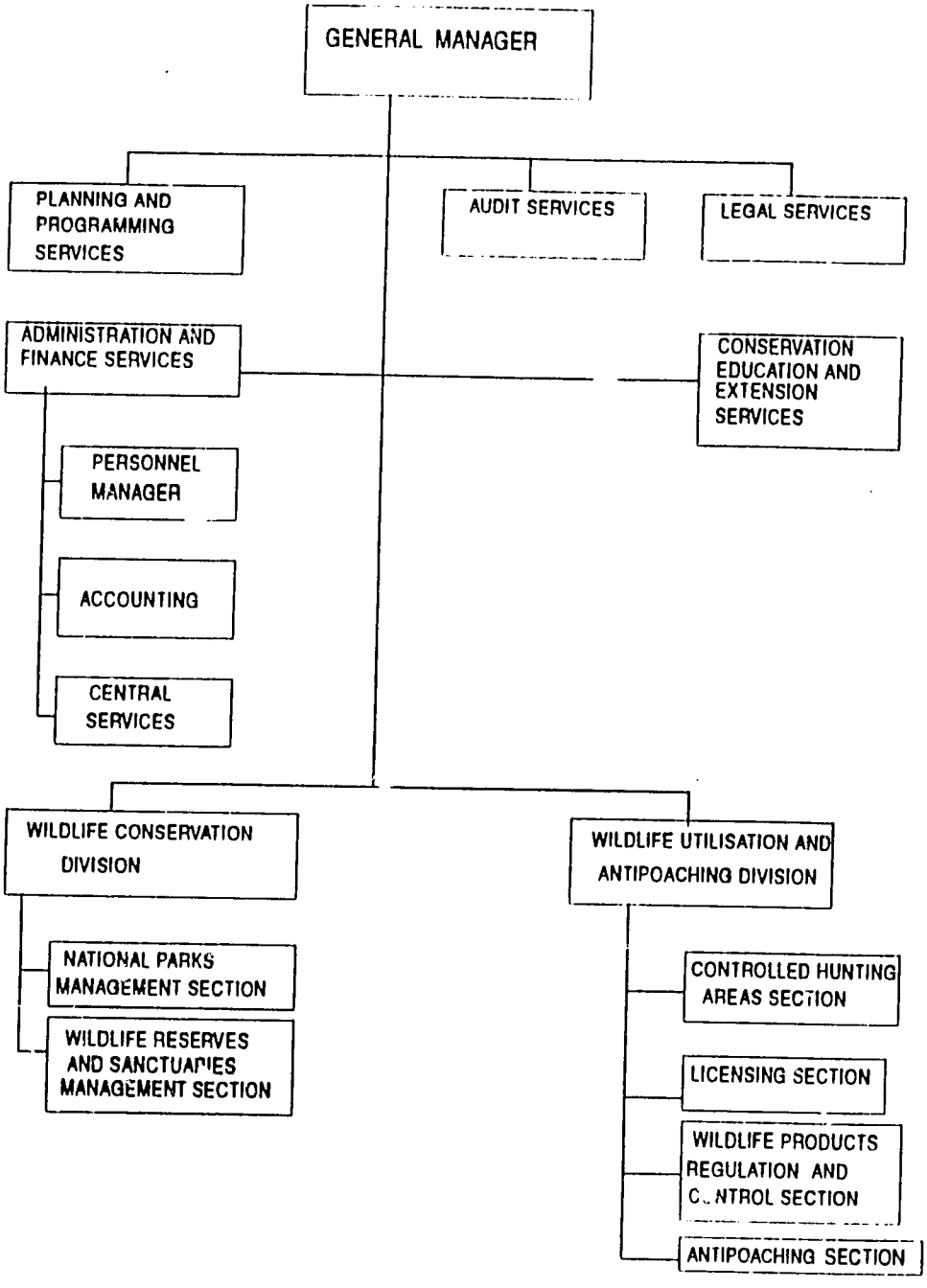


Fig 2: Location of EWCO within the Ministry of Natural Resources Development and Enviromental Protection.

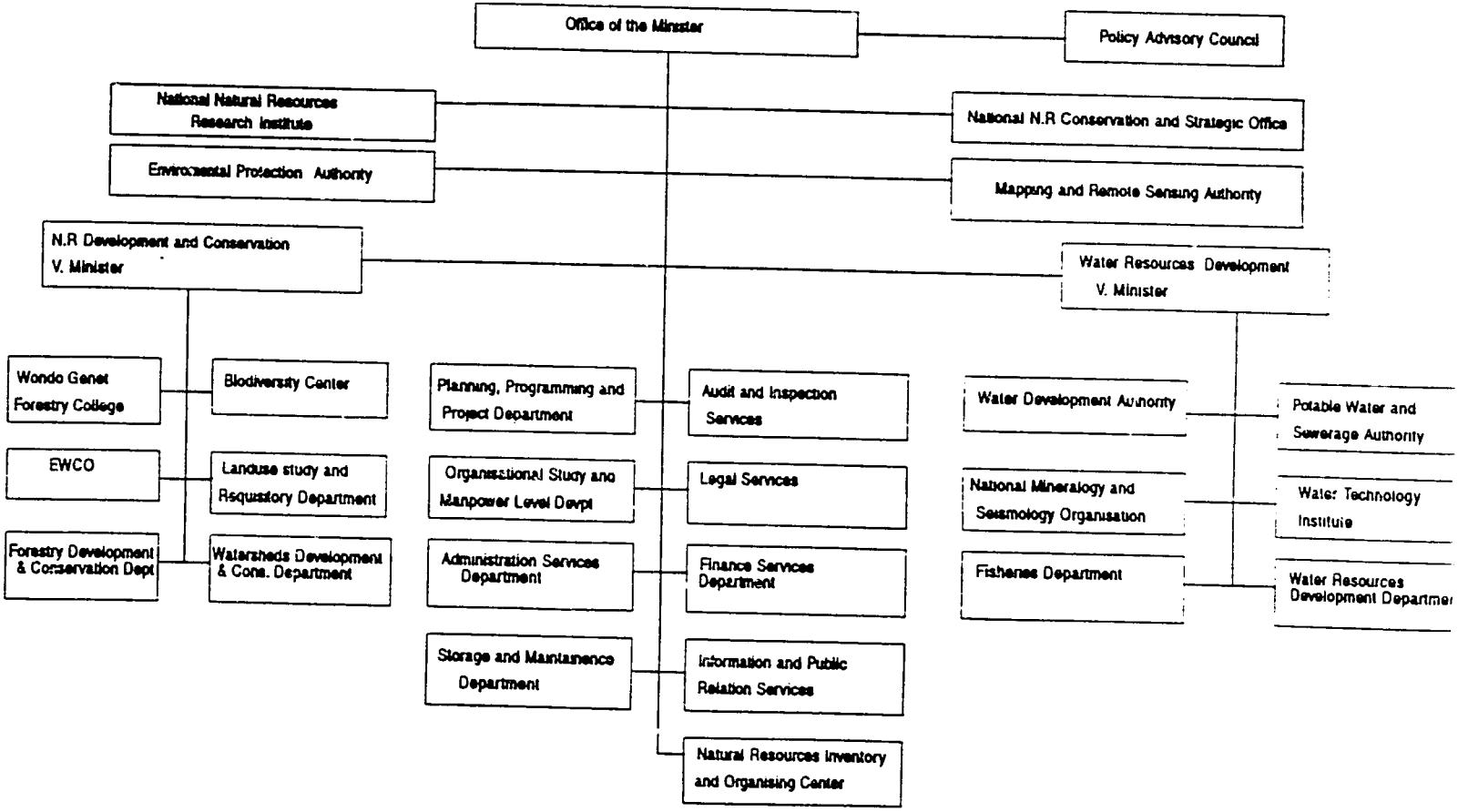
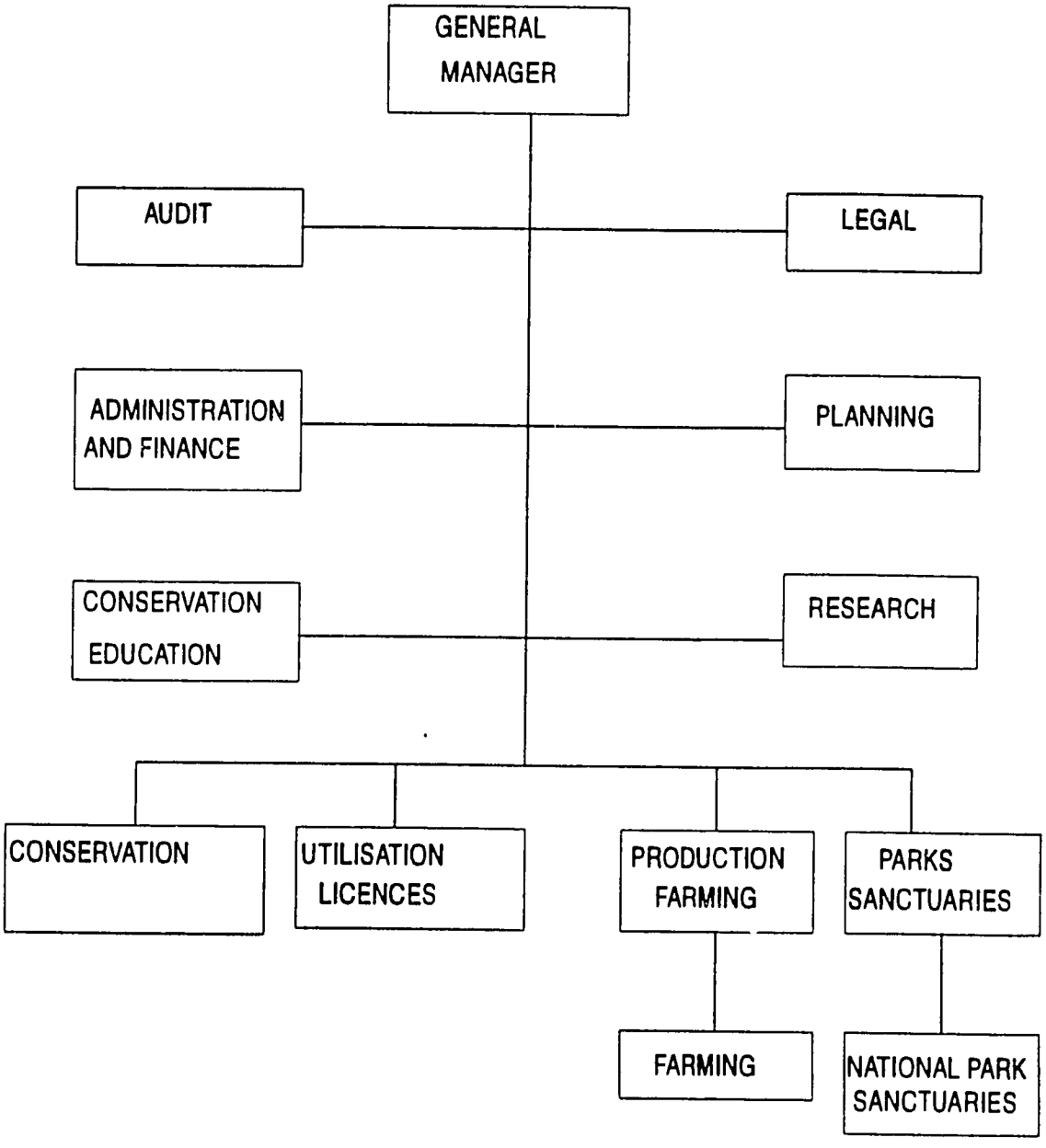


Figure 3. Proposed Organisation of the Ethiopia Wildlife Conservation Organisation



2.1.3 National conservation strategy and conservation objectives

2.1.3.1 At present the MoNRDEP is drafting a new conservation policy for Ethiopia. EWCO is in the meanwhile continuing its management based on the principles outlined in the most recent version of the 'Wildlife Management Policy' (Hillman 1993). The overall justifications for the conservation of wildlife, are that:

- wildlife is an integral part of the natural environment and of the natural ecological processes which man depends on for his livelihood
- wildlife can provide an economic return for the country
- wildlife is the heritage of every citizen of the country
- wildlife has a moral right to survive.

2.1.3.2 Ethiopia is currently preparing a National Conservation Strategy (NCS) with the assistance of IUCN - The World Conservation Union. This process began with a policy formulation phase in May 1990 with the objectives of preparing regional, sectoral and national policies, strategies, legislation and administrative procedures. These will be presented to a national conference in late 1993. This phase is expected to be completed by mid-1994 with the preparation of the first NCS document and an action plan to follow on from the policy framework. At present the NCS secretariat is based in the Ministry of Planning and Economic Development, but it may shortly move to the MoNRDEP.

2.1.4 Existing training programmes

2.1.4.1 The management of training opportunities offered to EWCO staff falls under the Head of the Conservation Education Service. In late 1990 EWCO prepared a 5 year manpower development training plan for 1991 - 1996 which is presented below.

Table 2: Trained manpower requirement - Plan period: 5 years duration 1991-1996

No.	Level of Training	1991	1992	1993	1994	1995	1996	Total	Remarks
1	PhD	-	-	1	-	1	-	2	
2	MSc	-	1	1	1	1	1	5	
3	BSc - Biology	-	3	3	4	4	4	18	
4	Diploma Wildlife Management	3	5	5	5	3	5	26	
5	Conservation Educationalist	-	1	-	1	-	1	3	BSc
6	Library Science	-	1	-	1	-	-	2	Diploma
7	Museum Expert	-	1	1	-	1	1	4	Diploma
8	Anti-poaching team	-	3	3	3	-	-	9	Certificate Mweka College
9	Game Guards	-	30	30	30	30	30	150	Local - training

2.1.4.2 In early 1991 EWCO requested assistance from potential donors to support the new manpower development plan and although it has been successful in securing some support, the targets of the plan have not been reached to date. There has been a continual need for external assistance

to support training of EWCO staff because Ethiopia had a centralised ministerial level training sector which supported training but which was never able to allocate adequate priority (or funds) to EWCO requirements. Within Ethiopia, EWCO was not responsible for identifying training needs of personnel or for developing the criteria for selection of candidates or the kinds of training opportunities which would be appropriate.

2.1.4.3 In fact very few suitable formal training opportunities exist in country and EWCO has always sought to send its staff to the College of African Wildlife Management at Mweka in Tanzania as the most relevant training institution to meet its needs. Some staff have benefited from undertaking degrees and higher degrees in universities outside of Ethiopia.

2.1.4.4 Training records are kept for staff and EWCO was able to provide a summary of its personnel since 1965 who had received training at Mweka College and this is presented in Annex 3. A recent report (Agriconsulting 1993) provides details of EWCO skilled manpower. See Figure 4.

2.1.4.5 An approximate breakdown was provided during an interview with the EWCO FOD.

Graduates of Mweka College	n= 8	in the field
Graduates of Addis Ababa Univ.	n=15	in the field
Mweka Post graduate diploma holders	n= 5	in the field
Diploma holders from Wondo Genet	n=13	in the field
MSc holders from Oslo University	n= 2	

2.1.4.6 EWCO does not have a training budget as a component of its annual budget and the funds spent by donor agencies on training EWCO are not separately tracked.

2.1.4.7 Although EWCO has continued to use the College of African Wildlife Management at Mweka as its primary training institution for wildlife management training, the senior EWCO personnel have recognised that Mweka College is not able to meet all the specific requirements for Ethiopia. In a paper (see annex 2) presented at a strategic planning meeting at Mweka in September 1990 EWCO expressed reservations about the amount of training future wardens received in personnel management, financial management, budgeting, communication skills and community conservation as well as exposure to international perspectives.

2.1.4.8 EWCO personnel felt that there was a need for an in-service training programme to supplement and complement the knowledge and skills that staff were acquiring through their formal education. A concept paper for developing training in wildlife and habitat- related techniques and management skills for junior and senior wardens was prepared with WWF/East African Regional Office in 1990/1 but this was not developed into a formal project at that time.

2.1.4.9 No training materials are available to distribute to EWCO staff, although this could be arranged if material was available.

2.1.5 In-country PAM profile

2.1.5.1 Park wardens are the most senior ranked position within protected areas in Ethiopia. Until recently these wardens were based in the parks, but with the government's new focus on decentralisation within Ethiopia, EWCO staff have been appointed to their ethnic regions, with senior personnel located in the zonal and regional offices (in towns out of the field situation). The promotion of new people to the position of warden in the field has given some EWCO staff increased responsibilities. There is a need to prepare these wardens for their new tasks through additional training.

Figure 4: EWCO Skilled Manpower

Qualifications	Numbers of Staff in			
	Headquarters	Field	Training	Total
PhD	0	0	0	0
Veterinarian	1	0	0	1
MSc + Mweka PG Diploma	1	0	0	1
BSc + Mweka PG Diploma	2	2	1	5
BA + Mweka PG Diploma	1	0	0	1
Wondo Genet + Mweka Diplomas	0	3	0	3
Awasa + Mweka Diplomas	0	5	0	5
Pilot's Licence	0	0	0	0
MSc	1	1	0	2
BSc	2	18	1	21
BA	1	0	0	1
Mweka Diploma	3	0	1	4
Mweka Certificate	2	0	0	2
Wondo Genet Diploma	0	18	5	23
Awasa Diploma	0	2	0	2
Zootechnician Diploma	0	1	0	1
Law Diploma	1	0	0	1
Accountancy Diploma	8	0	0	8
Management Diploma	1	0	0	1
Secretarial Diploma	1	0	0	1
Supplies Mgmt. Diploma	1	0	0	1
TOTALS	26	50	8	84

Note: PG_1 = Postgraduate

2.1.5.2 A typical complement of park staff is:

Park warden
- Assistant Park Warden
- Junior expert
- Scouts
- Biologist
- Tourism and Education officer
- Storekeeper
- Cashier
- Mechanic and Drivers
- Labourers

2.1.5.3 However due to the manpower shortages within EWCO most parks were, and continue to be, severely understaffed. In addition about half of the Mweka graduates are presently posted to Headquarters, and only about 10% of the staff in the field had any specialist training in wildlife management.

2.1.5.4 EWCO provide the following job description for a park warden:

A park warden is answerable to the Head of Parks Administration with the following duties and responsibilities:

a Implement overall park rules and regulations

b Record and prepare the necessary statistical information on the behaviour, birth rate, mortality and distribution of wildlife in the park.

c Monitor the carrying capacity of the park.

d Keep close track of the predator-prey relationships of the fauna of the park.

e Prepare the annual budget of the park, execute when permitted and settle the accounts.

f Construct and maintain the necessary park infrastructure.

g Give necessary information to visitors.

h Supervise the accounts of the park.

i Establish an orphanage for the care of helpless animals.

j Formulate bye-laws for the park.

k Destroy heavily injured animals.

l Carry out any related matter as instructed by the sections head of national parks.

2.1.5.5 Currently the junior staff are recruited from Wondo Genet Forestry School (although some may come from agricultural college). Here students receive courses in forestry and soil conservation, as well as the basic introductory wildlife conservation courses. Wondo Genet offers a two year diploma course.

2.1.5.6 Junior and some senior staff are recruited as graduates of the Universities of Addis Ababa and Allemaya and are usually biology and forestry graduates. This training provides some basics in wildlife conservation but not adequate training for the needs of a protected area manager.

2.1.5.7 As outlined in 2.14 EWCO seeks to provide the necessary additional training needed by sending its staff to the College of African Wildlife Management for the diploma or post-graduate diploma courses.

2.1.5.8 It is important to note that, in the recent past, students in Ethiopia have not been able to attend the training institute of their choice, or to select their own major field of study, or upon graduation, compete for or select, the job of their own choice. This does mean that some members of EWCO staff are not as committed to wildlife conservation as other colleagues are. This has important implications for training as efforts must be made to motivate all members of an organisation if it is to flourish and function effectively. At present graduating students have to find their own jobs and so the potential for recruiting motivated and good calibre personnel has greatly increased - although a major constraint is funding for salaries.

2.2 METHODS

2.2.1 Data analysis

2.2.1.1 Results from the analyses of questionnaire data were expected to provide the backbone of the training needs assessment. In the first instance it would be necessary to determine whether or not the levels of knowledge ('some', 'working', 'in-depth') considered appropriate by PARCS for skills in the various competencies within each Main Division of the Job were in agreement with those considered appropriate by the different categories of respondents (Asst. PAMs, PAMs, FODs, Research Officers, Trainers, etc). A validation analysis was therefore designed which compared PARCS score with respondent's scores was calculated and, if above 70%, the questionnaire was considered 'validated' with the levels of knowledge set by PARCS being considered on average to be correct.

2.2.1.2 To determine where a gap in knowledge occurred between what was required for a given skill (as set by PARCS and validated by respondents) and the actual level of knowledge possessed by each respondent, i.e. a training need, a 'gap' analysis was carried out. That involved comparing PARCS' and respondents' scores and looking for positive differences (i.e. gaps of +1, +2 and +3). Positive scores arise when the level of knowledge set by PARCS for a given skill is higher than the level possessed by the respondent. The bigger the gap, the greater the training need. Negative scores and scores of zero indicate that a respondent has higher knowledge (or at least the same as set by PARCS) than that required for the skill in question.

2.2.1.3 Although PAMs were the principal target group for the training needs assessment, other groups (e.g. FODs, Research Officers, etc) were also asked to complete questionnaires, not to assess their own training needs but rather, to indicate what they thought the levels of skill knowledge were for PAMs they had worked with and/or supervised. This was deemed important from the point of view of obtaining perspectives on PAMs skills and training needs from sources other than PAMs.

2.2.2 Country-specific methods

2.2.2.1 The PARCS' survey was undertaken in November - December 1992. In Ethiopia 3 Park wardens, 1 FOD, 1 Researcher and 2 Field Associates all completed questionnaires. In addition 5 junior staff currently attending Mweka College were also included in the survey. This sample therefore included 50% of the PAMs in the field in EWCO.

2.2.2.2 Interviews were held with the General Manager of EWCO and the Head of Parks Administration (the FOD position within EWCO). The EWCO wardens attended a short workshop at EWCO headquarters at which the aims of the PARCS project were outlined and the questionnaire explained and any queries over questions were answered. Wardens completed the questionnaire overnight in their own time and then a open discussion on the questionnaire, training constraints and needs was held the next day.

2.2.2.3 At Mweka a consultant to the PARCS project (who was a visiting lecturer at Mweka and hence well known to the students) explained the PARCS project and the questionnaire to the students (ie Asst PAMs) and each was then requested to complete it in his own time.

2.2.2.4 In October 1993 a draft report of the results of the PARCS survey was presented to senior EWCO personnel for their comments. Suggestions were incorporated in this final report.

2.2.3 FODs Training Needs

2.2.3.1 The training needs of FODs in Ethiopia were not determined through questionnaire analysis. These were discussed during an interview based on the questions set out in para 1.8.6 in Section 1 above.

2.2.4 Analysis of Questionnaire

2.2.4.1 To facilitate analysis of all data generated by the questionnaire, a set of Data Sheets was designed to store and sort data and to facilitate computer analysis. the following seven Data Sheets comprised the set:

a Data sheet A: for recording 'Accountabilities & Responsibilities' additional to those associated with each Main Division of the Job.

b Data sheet B: for recording scores of 'Knowledge skills (both the score which respondents considered to reflect the skill level required to do the job of a PAM, and the score which respondents considered reflected PAMs levels).

c Data sheet C: for recording responses to statements on 'Mental & Social' skills.

d Data sheet D: for recording responses to the three 'Attitudes' questions.

e Data sheet E: for recording responses to knowledge of local languages and use of computers.

f Data sheet F: for listing the three training priorities identified by respondents linking them to the 16 Competencies and 11 Main Divisions of the Job in the questionnaire. Sheet F is also used to list the form of training considered best to address each training priority.

g Data sheet G: for summarizing training already received as described in Row L of the questionnaire.

2.2.5 Gender Analysis

2.2.5.1 The gender of each respondent completing a questionnaire was recorded to determine the relative proportions of men and women involved in protected area management in Ethiopia.

2.3 RESULTS

The results of the PARCS survey in Ethiopia are presented below. A short paragraph follows each set of results and provides a brief interpretation of those results within the Ethiopian context. Please refer to annex 1 for a copy of the questionnaire.

Throughout this section of the report reference will be made to figures and tables which provide results drawn from various analyses of questionnaire data. Each analysis figure and table is defined by a PARCS number which generally refers to the paragraph in the results section where the figure/table is relevant and may be presented. These PARCS numbers are to be used in <u>all</u>

country reports to allow direct comparisons of training needs within and between countries in the three regions in which PARCS Phase I was conducted. However, because of individual country differences in data collection and presentation it may be necessary to include new figures and tables and/or delete others. Each figure and table when presented in its chronological order will, where appropriate, be accompanied by its PARCS number in parenthesis.

Most of the analysis was done using data from PAMs and Asst. PAMs combined. Where other data is used this is listed. As can be seen in the table below 13 questionnaires were completed for Ethiopia and 9 of these were filled in by PAMs or Asst. PAMs.

2.3.1 Data Collection Table (Table 3)

POSITION	Interviews only	METHOD							
		1	2	3	4	5	6	7	Total
1 Asst PAM						5		1	6
2 PAM			3						3
3 RM									
4 FOD (for PAMs)			1						1
5 FOD (for own job)	1								
6 Trainer									
7 Researcher			1						1
8 Field associate								2	2
9 Private Sector PAM									
Total	1		5			5		3	13

Total sample: n=13

KEY: Regional Manager
1. Explain questionnaire to PAM/FOD and fill out with RM nearby
2. Explain questionnaire to PAM/FOD and leave to fill out in own time
3. Explain questionnaire to PAM/FOD at workshop and fill out individually with RM nearby

Consultant
4. Exp in questionnaire to PAM/FOD and fill out with consultant nearby
5. Explain questionnaire to PAM/FOD and leave to fill out in own time
6. Explain questionnaire to PAM/FOD at workshop and fill out individually with consultant nearby

7. Send out questionnaire by mail

2.3.2 Background Information Sheets

These were not collected for any protected area.

2.3.3 Respondents' Years in Service/Years as a PAM (Table 4)

Respondents	Years of service			
	1-5 yrs	6-10 yrs	> 10 yrs	No response
Years in service	3		3	3
Years as a PAM	1	2	1	5

2.3.4 Validation Analysis for Knowledge

2.3.4.1 Additions and Deletions to Accountabilities and Responsibilities

There were none.

2.3.4.2 Validation Analysis of Knowledge of PAMs & Asst PAMs, relative to PARCS' scores

a The score for this was 89.5%. This meant that overall EWCO staff considered the knowledge levels suggested by PARCS as relevant to their situation and an appropriate standard of comparison for the rest of the analysis.

b Where there was disagreement EWCO staff felt that PARCS had ranked the knowledge levels slightly lower than was appropriate. This was in technical, management, planning and financial/ accounting. Only three questions (out of 64) were considered to be very inaccurate and EWCO staff felt a much higher knowledge level was required:

- some knowledge of human resources techniques and their application as appropriate (eg. job evaluation or worth of job, salary structuring, training needs analysis).
- some knowledge of obligatory role (attendance) at meetings and awareness of activities around the protected area expedient to attend.
- some knowledge of development of research plan for protected area

c The FOD and Field Associate scores were closer to the PARCS score than the wardens' score.

2.3.5 Gap Analysis of Training Needs for Knowledge: PAMs & Asst PAMs

2.3.5.1 A 'Gap Analysis' was used to compare PAMs' 'Knowledge' scores against PARCS' scores. This was designed to give an indication of the difference between PAMS's perceived skill levels and skill levels deemed necessary by PARCS. The results are shown in Annex 4 (PARCS 2.3.5a). Each of the six sets of histograms, representing the six competencies under 'Knowledge', show the differences in scores between PAMs and PARCS. Negative values indicate the PAMs' skill is higher than that required for the job; positive values indicate the a training need, and zero values indicate exact agreement between PAMs and PARCS as to required knowledge. The greater the difference between PAMs' and PARCS' positive scores, the greater the training need in that competency.

The six competencies are: Technical, Management, Planning, Legal, Policies and Procedures, and Financial/accounting.

2.3.5.2 General Results

An overall review of the results will be presented first. In order to see to what extent training needs occur in the different competencies the data was examined to find out in what percentage of the questions in any one competency, at least 60% of the respondents identified a training need. This data is presented in Table 5 below. Although this table does not give any indication of the size of the training needs (ie whether there is a score of 1, 2 or 3), it does provide useful information.

Table 5. Percentage of questions in each competency in which at least 60% of respondents identified a training need, using the FARCS standard for comparison.

Competency	% PARCS Standard
Technical Knowledge	53
Management Knowledge	20
Planning Knowledge	58
Legal Knowledge	56
Policies & Procedures Knowledge	70
Financial Knowledge	67

Total sample: n= 13 (Asst PAMS & PAMS combined n=9)

Policies and Procedures and Financial/accounting are the competencies with the highest percentages. The scores are still relatively high for the other competencies with the exception of Management. Clearly the staff of EWCO perceive that they have a broad spectrum of training needs across all the knowledge competencies.

For the purposes of designing a training strategy the above results are obviously important, but an understanding of which subject areas have particularly large training gaps is essential in helping prioritise development or attendance on training courses. The data collected can show this in both competencies as well as in the main divisions of the job.

The table below looks at what percentage of questions reveal a significant training need. For the purposes of this analysis an average gap of 2 is taken to be a significant training need.

Table 6. The percentage of questions in which an average gap of about 2 was identified for knowledge competency areas.

Skill	PAM n=9	FOD n=1	RE n=1	FA n=2
Technical Knowledge	6	18	41	82
Management Knowledge	0	10	0	50
Planning Knowledge	8	17	17	58
Legal Knowledge	0	22	44	56
Policies & Procedures Knowledge	40	40	60	90
Financial Knowledge	17	17	0	67

Total sample: n= 13

The above results show that there are significant training needs in the subject areas of Policies and Procedures and to a lesser extent Financial knowledge. This correlates with the data from Table 3.

The above table also includes data from Field Associates, a FOD and a researcher ie target validators. It is interesting to look at the differences across the columns. The FOD and researcher both suggest that training needs are slightly higher than that suggested by PAMs across most subject areas. Field associates clearly feel that the training needs are much higher than those perceived by PAMs.

There is a similar trend when one examines significant training gaps for main divisions of the job as shown in table 7.

Table 7. Percentage of questions in which an average gap of 2 was identified by main division of the job.

Competency	PAM n=9	FOD n=1	RE n=1	FA n=2
A = Staffing	17	0	17	0
B = Infrastructure	0	17	17	50
C = Finance/accounts	0	0	0	75
D = Tactical plans	0	0	0	50
E = Laws & Regulations	0	20	20	80
F = Visitors	14	85	71	100
G = Interventions	40	0	80	100
H = Community Conservation	25	38	13	75
I = Research	0	0	0	50
J = Public relations	14	0	57	57
K = Resource Conservation	0	13	13	100

Total sample: n= 13

This table shows that wardens identified five main divisions of the job where they have significant training needs:

- Interventions
- Community Conservation,
- Visitors,
- Public Relations
- Staffing.

Both the FOD and researcher would add more categories. Interestingly only Field Associates suggested that there were significant training needs for:

- Budgetting
- Tactical Planning
- Research.

2.3.5.3 Specific Results

The general results have shown that most of the respondents had some level of training need across all the competencies. The data analysis can also show where significant training needs, ie those with a score of 2 or 3, occur. For readers interested in more specific information, each competency is examined below and the areas where significant training needs were found are cited.

a. Technical Knowledge (Wildlife/Tourism)

Training needs (ie scores >0) were identified for 15 out of 17 skills (Column 2, Rows A-K) under Technical Knowledge. The greatest needs (scores ≥2) were identified in:

- -- safe practices with respect to wildlife
- -- techniques of anti-poaching
- -- knowledge of visitors expectations
- -- protected area infrastructure techniques and site design
- -- interaction between tourist and local areas
- -- interventions needs, techniques and implications
- -- research methodologies
- -- role of research in meeting conservation objectives
- -- context of the protected area in the regional/national/global arena
- -- types, locations, trends and requirements of important natural and cultural resources in the protected area
- -- types, locations, trends and requirements of threatened and endemic fauna and flora and the key species of the ecosystem

The above list shows the large number of areas where PAMs feel that they require further training. Some of the results can be readily explained. To date Ethiopia's national parks have not had many tourists visiting and this contributes to the lack of experience in ensuring visitor satisfaction and the interaction between tourist and local areas. Many of the other areas are topics which are traditional topics of wildlife management courses. The fact that they show up as training needs in Mweka College graduates confirms the feeling at EWCO that the College is not currently meeting EWCO's needs adequately.

b. Management Knowledge

Training needs (ie scores >0) were identified for all 10 skills (Column 3, Rows A-K) under Management. The greatest needs (scores ≥2) were identified in:

- -- how to apply preventative maintenance
- -- management of accommodation and catering facilities under protected area jurisdiction
- -- project (job) management related to interventions
- * -- protected area versus people conflict management

(* = score of 3)

The ill defined legal status of many of the national parks in Ethiopia has resulted in local communities encroaching into the protected areas. With the recent decentralisation of government to the regional level and the emphasis on empowering local peoples will mean that the PAMs are likely to be involved in increasing conflict resolution efforts in the future. EWCO recognises that community conservation programmes are an important activity which must be undertaken. The above results indicate that the PAMs are unsure of how to manage such programmes.

c. Planning Knowledge

Training needs (ie scores >0) were identified for all 12 skills (Column 4, Rows A-K) under Planning. The greatest needs (scores ≥2) were identified in:

- -- planning, budgeting and control
- -- patrol planning needs
- * -- techniques in developing long and short-term visitor plans
- -- job planning related to interventions
- -- developing a community conservation plan
- -- resource conservation management planning techniques and methodologies

-- how to develop and implement protected area management objectives
* -- how to develop and maintain a protected area management zoning system

(* = score of 3)

In many protected area authorities, including EWCO, planning is often perceived as a separate activity undertaken by a discrete unit. However, this is changing and PAMs are increasingly being delegated with more responsibility and with this a concomitant need to have good planning skills. This competency emerges as a major training need for EWCO.

d. Legal Knowledge

Training needs (ie scores >0) were identified for 8 out of 9 skills (Column 5, Rows A-K) under Legal. The greatest needs (scores ≥2) were identified in:

-- relevant laws and regulations (eg firearms, arrest, charging)
-- contract law as applicable to concessionaires and visitors
-- relevant laws and regulations related to interventions
* -- legal aspects of collecting/exporting materials and specimens
-- legislation regarding protected areas

(* = score of 3)

Traditionally the main area of law enforcement with which PAMs have had to be familiar has been in anti-poaching activities and in trying to control illegal entry by local people to use resources available within the protected area (firewood, grazing etc.). PAMs within EWCO still identify some of these traditional areas as important and also recognise that they need a knowledge of broader issues such as the collection and exporting of specimens. The recent changes in local government structure are likely to mean a change in local legislation and PAMs recognise that they will need to keep abreast of any changes relevant to the overall management of protected areas and the access to natural resources within them.

e. Policies and Procedures Knowledge

Training needs (ie scores >0) were identified for all 10 skills (Column 6, Rows A-K) under Policies and Procedures. The greatest needs (scores ≥2) were identified policies and procedures related to:

-- staffing
* -- infrastructure
-- accounting
-- laws and regulations within protected areas
-- visitors
-- interventions
* -- community conservation
-- research
* -- public relations

(* = score of 3)

The development of the Policies and Procedures for an organisation is usually the responsibility of the more senior decision makers. However PAMs in many cases need to be familiar with both policies and procedures to allow them to be effective in the field. Interestingly the areas where high training needs were identified ie community conservation and public relations are those where policies and procedures are not clearly defined, but at the same time wardens recognise the great need to be conversant with whatever is currently in place. The size of the above list, covering 9 out of the 10 main divisions of the job, confirms the findings in 2.3.5.1 that this competency is one of the most important areas where EWCO should focus in future training programmes.

f. Financial Knowledge

Training needs (ie scores >0) were identified for all 6 skills (Column 7, Rows A-K) under Financial/accounting. The greatest needs (scores ≥2) were identified in:

- accounting and principles of control
- record keeping for financial disbursements to local communities
- records of resources used or resources shared (both financial and in-kind distributions) with local communities
- budget and allocations for research activities
- how to estimate costs for implementation of resource conservation management plan recommendations

Again the above list confirms the results presented in 2.3.5.1 that this is an important area in which future EWCO training should concentrate. In the recent past PAMs have not had large operating budgets with which to work and much of skills gaps is probably related to lack of exposure. However benefit sharing with local communities (be it financial or in-kind) is an important activity to be able to track. Often protected area authorities are called upon to justify the existence of parks and reserves and any information which contributes to a cost/benefit analysis is useful.

2.3.5.4 Biomes

The PARCS project also recorded information on biomes. In Ethiopia 3 main biomes were represented, acquatic, montane and savannah. The greatest number of training needs with respect to technical knowledge were found for protected area managers currently managing savannah ecosystems.

2.3.6 Validation Analysis of Social & Mental Skills

2.3.6.1 Analysis of 'Yes' Response by PAMs & Asst PAMs

A score of 96% was recorded indicating that there was a very high agreement that the mental and social skills described by PARCS were relevant to wardens in Ethiopia.

2.3.6.2 'No' Response by PAMs & Asst PAMs

The following skills were not considered relevant to EWCO by two or more respondents:

- writing staff appraisals and training briefs
- selling plan and budget convincingly
- gaining cooperation of wrongdoers

2.3.7 Current Mental & Social Skill Level of PAMs & Asst PAMs

Seven skill areas were assessed through the questionnaire: Comprehension, Problem Analysis, Creativity, Evaluation, Oral, Written and Working with Others.

2.3.7.1 Respondents provided data for their current mental and social skills level: 1=none, 2=poor, 3=satisfactory and 4=good. The data for values of 1 and 2 were analysed to look at where low skills exist and the results are presented in Table 8.

Table 8. Percentage of times a response of 1 or 2 was given for each skill

Skill	Percentage (%) n=9
Comprehension	25
Problem Analysis	40
Creativity	38
Evaluation	43
Oral	31
Written	40
Working with Others	19

Total sample: n= 13

Problem Analysis, Evaluation and Written skills emerge as the top three skills which PAMs feel they have low skills in. For many PAMS the need to have written skillls is obvious, in that report writing is one of the main methods of communication between a remote protected area and the headquarters. Problem Analysis and Evaluation are related skills and the results here confirm that the job of a PAM requires the ability ot understand the causes of problems, implement proposed solutions and have the skills to evaluate if the response was effective.

The FOD and researcher basically concur with PAMs as to their mental and social skill levels, the Field Associates perceive them as slightly lower.

2.3.7.2 The data was analysed by main division of the job. The results are presented in Table 9.

Table 9. Percentage of time a response of 1 or 2 was given for each main division of the job.

Skill		Percentage (%) n=9
A	Staffing	27
B	Infrastructure	38
C	Finance/accounts	48
D	Tactical plans	41
E	Laws & Regulations	17
F	Visitors	29
G	Interventions	40
H	Community Conservation	17
I	Research	57
J	Public relations	37
K	Resource Conservation	20

Total sample: n= 13

Research, Financial tracking, and Tactical Planning emerge as the top three main divisions of the job where PAMs feel their mental and social skills could be strengthened. The finding that Financial tracking and Tactical Planning emerge as areas of training needs, is consistent with the earlier findings (2.3.5.2). Undertaking competent research requires skills in problem analysis and evaluation (highlighted in 2.3.7.1). This result as top score most likely emerges because of the 11 main divisions of the job, research is the one to which most people have been exposed. They therefore understand the limits of their lack of mental and social skills and probably score themselves more harshly than in the other divisions.

2.3.8 Analysis of Attitudes

2.3.8.1 This part of the questionnaire required written responses. A list of typical responses from across the whole PARCS project was drawn up and given a reference number (see annex 5). Individual responses were categorised by these number and those given for Ethiopia are listed below.

a Methods to Instil Work Ethics

A1	Referring staff regularly to administrative orders on codes of work conduct and behaviour in staff meeting, seminars etc.	n=3
A2	Showing hard work and dedication through example	n=3
A4	Acknowledging good work in others while positively criticising bad work	n=2
A6	Showing understanding when taking disciplinary measures	n=1
A8	Developing performance appraisal schemes	n=1

b Methods to Instil Commitment to Conservation

B1	Showing dedication to national, regional and local conservation objectives	n=1
B4	Becoming involved in extension conservation activities, especially with school groups/wildlife clubs	n=2

c Methods to Instil Healthy Attitudes to Adjacent Communities

C1	Accepting the validity of community participation in protected area management	n=4
C2	Listening to and demonstrating willingness to understand community problems	n=1
C5	Taking opportunities to provide employment for local communities as appropriate to the conservation objectives of the area	n=1
C6	Maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area	n=3
C7	Seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives	n=3

2.3.9 Language Skills of PAMs & Asst PAMs

Table 10: Response to language question

Organisation/Department	n	Yes	No	Blank
EWCO	9	56	44	-

Total sample: n= 13

2.3.9.1 56% of respondents could speak a language understood by the communities adjacent to their protected area. Over the past year EWCO has posted PAMs to national parks in their home regions, in keeping with the government policy of regionalisation. The likelihood of a PAM being able to speak the vernacular language of the area is probably higher than that presented here.

2.3.10 Computer Skills

Table 11: Response to computer question

Organisation / Department	n	Yes	No	Blank	Word-processing	Accounts	Data analysis
EWCO	9	-	100	0			

Total sample: n= 13

2.3.10.1 No respondents were familiar with computer use. EWCO does have a computer at the headquarters and during discussions with EWCO staff (not surveyed under the PARCS project) some PAMs with computer skills were identified.

2.3.11 Training Priorities identified by Respondents

PAMs were asked to identify their three training priorities.

2.3.11.1 Table 12 shows that the main competencies where PAMs cited training needs were:

- Planning
- Management
- Technical Knowledge.

This finding is not consistent with the results of the 'gap analysis' where Policies & Procedures and Finance/accounting emerged as the competencies needing further training - although there were needs identified in most of the other competencies. The result is however consistent with the most pressing day to day knowledge requirements of a PAM. The implications of this for planning future training programmes are discussed in 2.4.6.

2.3.11.2 The main divisions of the job cited were:

- Community Conservation
- Resource Conservation
- Public Relations.

The citations of community conservation and public relations are consistent with the gap analysis results. Resource conservation does not emerge from the 'gap analysis' as a need but the most likely reason it has been listed is because it is a very important focus of current EWCO protected area management philosophy.

Table 12: Training Priorities Identified by Respondents (PARCS No. 2.3.11)

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank																		
A			1			1												2
B																		
C																		
D				2														2
E																		
F																		
G				1														1
H		1	1	3														5
I		2																2
J	1		1	1														3
K		1	1	2														4
Totals	1	4	4	9		1												19

Total sample: n=12 Asst PAMs & PAMs combined: n=9

2.3.12 Training Received

Table 13: Training Received (PARCS No. 2.3.12)

	Competencies	TYPES OF TRAINING (Dot if training has occurred)				
		Formal wildlife	Formal Other	In Service	On-the-job	Other
(a) Knowledge	2	●			●	
	3	●			●	
	4	●			●	
	5	●			●	
	6	●			●	
	7	●			●	
(b) Mental and Social Skills	8	●			●	
	9	●			●	
	10	●			●	
	11	●			●	
	12	●			●	
	13	●			●	
	14	●			●	
(c) Attitudes	15	●			●	
	16	●			●	
	17	●			●	

Total sample: n=12 Asst PAMs & PAMs combined: n=9

2.3.12.1 It is interesting to note that EWCO staff have received no in- service training and no formal training other than wildlife orientated subjects.

2.3.12.2 Years since Formal Wildlife Training Received

Several respondents (n=4) did not fill in this section of the questionnaire. Of those that did n=2 had received formal training 3-5 years ago. It is difficult to extrapolate from these results.

2.3.12.3 Formal Training Received that is Relevant to Job of PAM (Table 14)

Type of training	Institute of training
Diploma in Wildlife Management	Mweka Wildlife College - Tanzania
Diploma in Animal Science and Husbandry	Not specified
Diploma in Accountacy	Not specified
Course not specified	Addis Ababa University - Ethiopia

2.3.12.4 Training which has contributed most to PAMs & Asst PAMs skills levels, across competencies

See Figure 5. The lack of exposure of EWCO to a variety of different types of training opportunities makes the results presented here not particularly interesting to interpret. Clearly formal wildlife training and on-the-job experience are the main methods to date. Interestingly in some other countries surveyed in the PARCS project, there are correlations between the importance of on-the- job, in-service and formal training with relation to years of service and responsibilities.

2.3.13 FODs comments on training needs

2.3.13.1 In addition to providing input at the workshop, the Head of Parks Administration - the FOD position within EWCO - also provided additional information on EWCO training needs during an interview.

2.3.13.1 When asked specifically about FOD training needs the following areas were identified as important:

• Strategic planning	No training received
• Development and compliance of policies, procedures, and standards	On-the-job training
• Planning optimal deployment of well-motivated competent staff	No training received
• Development and achievement of operational plans and budgets (this has just started to be an important component of the job)	On-the-job training

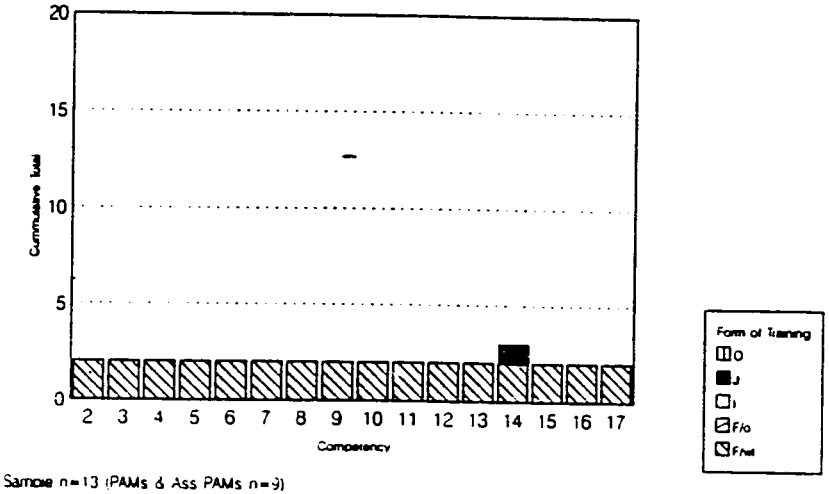
2.3.13.2 It was felt that in-service training for senior management staff would be an appropriate ways to build knowledge and skills in these areas.

2.3.14 Gender

2.3 14.1 No women completed questionnaires but EWCO does have five female PAMs, one female biologist at a national park and one at headquarters, one expert working at the crocodile farm and two junior experts at Bale and Abijatta-Shalla National Park.

2.3.12.g.1 PAMs training that has contributed most: n=1-5

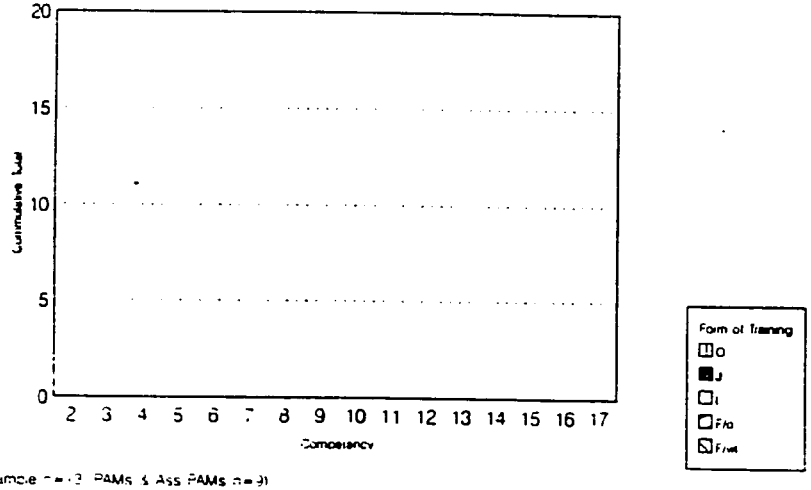
Ethiopia -Ethiopia Wildlife Conservation Organisation (EWCO)



Total Sample n=13 (PAMs & Ass PAMs n=9)

2.3.12.g.2 PAMs training that has contributed most: n=6-10

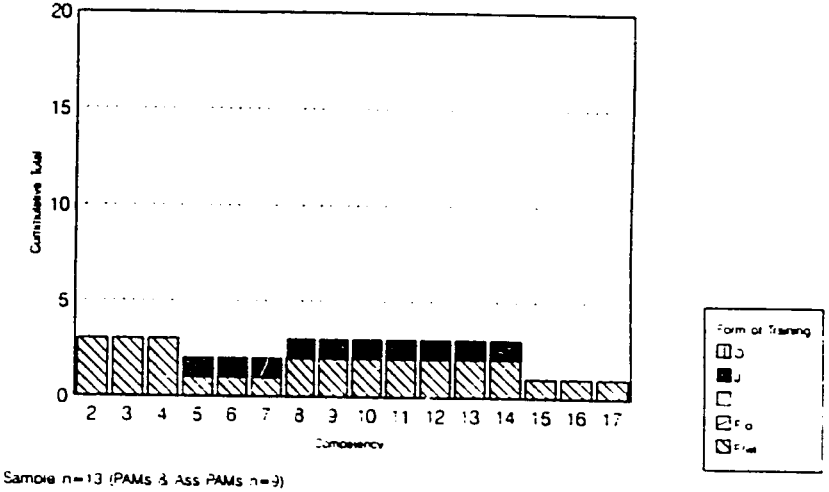
Ethiopia -Ethiopia Wildlife Conservation Organisation (EWCO)



Total Sample n=13 (PAMs & Ass PAMs n=9)

2.3.12.g.3 PAMs training that has contributed most: n>10

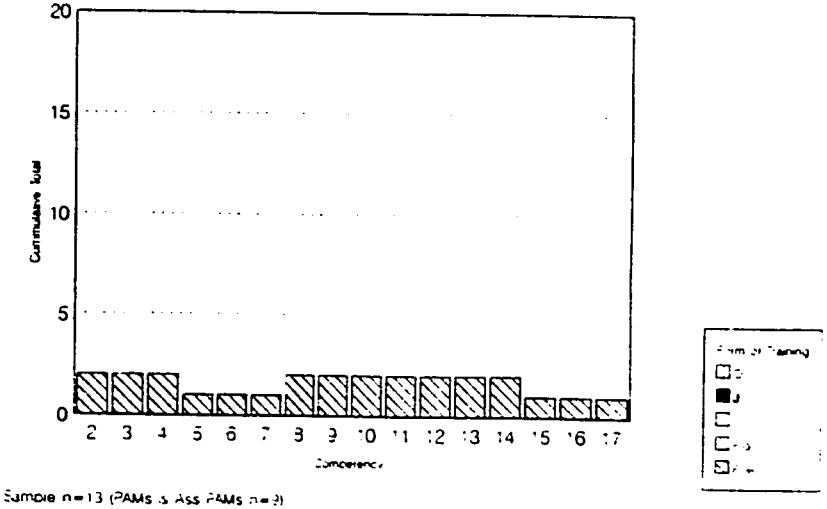
Ethiopia -Ethiopia Wildlife Conservation Organisation (EWCO)



Total Sample n=13 (PAMs & Ass PAMs n=9)

2.3.12.g.4 PAMs training that has contributed most n>10 and training also recieved in last 5 yrs

Ethiopia -Ethiopia Wildlife Conservation Organisation (EWCO)



Total Sample n=13 (PAMs & Ass PAMs n=9)

2.4 DISCUSSION and RECOMMENDATIONS

2.4.1 What are the responsibilities of a PAM? Are these responsibilities universally recognised?

2.4.1.1 EWCO has a job description for its wardens (see 2.1.5.4). There appeared to be an implicit understanding of the role of a warden within EWCO, but a general recognition that present wardens needed more training (and resources) to do their jobs better. In discussion with wardens and the FOD after the questionnaire had been completed, there was agreement that the questionnaire was a fair representation of the competencies and skills needed by a warden - even if some main divisions of the job were not completely appropriate for Ethiopia at the moment, they might be in the near future.

2.4.1.2 The EWCO General Manager (at the time of the survey) stressed the need for administration/budgetting and community conservation to be an integral part of a warden's job, although the latter was not listed within the job description. He also felt that as the country reorientated to a more open-market economy that wardens and EWCO staff would need an understanding of this area to develop opportunities for tourism.

2.4.1.3 One of the field associates felt that within the questionnaire there was an East African bias towards the close connection between tourism and wildlife conservation. This was felt not to be appropriate to Ethiopia where tourism is a welcome by-product of conservation, but where the main emphasis must be on maintaining the means of survival in the Ethiopian natural environment for the support of the majority of the Ethiopian populace. This requires wardens to have 'a perception of the inter-relatedness of all aspects of the natural ecosystems and ecological processes that are the support of agriculture and other human energy gathering systems'. The questionnaire did not specifically assess this kind of knowledge and this should be borne in mind in planning any follow-on activities.

2.4.2 What are the constraints on meeting these responsibilities? Where does training fit in?

2.4.2.1 The main constraints for PAMs in meeting their responsibilities is a severe manpower shortage and lack of funds for operational activities. The lack of previous appropriate training is also important. Wardens felt that bachelor degree holders lacked research experience and wildlife conservation management skills. They felt that these could be gained by working under an experienced warden or biologist, but following the tragic death of four senior wardens four years ago, they felt that such mentors were not presently within EWCO. Wardens suggested that after a field apprecenticeship, degree holders could undertake a post graduate diploma at the College of African Wildlife Management at Mweka, Tanzania. However, experience had shown that because of the current structure of that course, most people returning were more interested in becoming researchers than wardens.

2.4.2.2 If the opportunity arose wardens were interested in undertaking a diploma at the College of African Wildlife Management at Mweka, in order to gain necessary skills. Mweka College is recognised as an important training institution for EWCO and one that should provide the most relevant training for their needs. However deep concern was raised by all wardens and the FOD that in most cases people attending Mweka already held diplomas (or even degrees) and that receiving another diploma did not make them eligible for an increase in salary under exisiting government rules. Promotion requires a 'higher' qualification to be obtained.

2.4.2.3 At present the Ethiopian government is restructuring the country's adminstrative systems and placing a great emphasis on decentralisation and the need to devolve power to regional levels. Management of the national parks will fall under the regional authorities but EWCO will still be responsible for staffing the protected areas. This has major implications for training, present senior staff are being assigned to offices outside of the protected areas, and playing a new management role, and the more junior staff within the parks, are also taking on new responsibilities. Any in-service training programme would need to identify the new roles for EWCO staff and plan a relevant training programme to meet these needs.

2.4.3 Are PAMs skilled t · the level judged by this training needs assessment to satisfactorily do their job?

2.4.3.1 The results presented in 2.3.5 clearly show that there are training needs within EWCO. Interestingly EWCO wardens perceive that they have a very broad spectrum of training needs, but feel that they do not have large training gaps and felt that such gaps could be covered by a series of in-service training courses. Whilst field associates and others agree to the broad spectrum of needs, they do not substantiate the wardens' perceptions but feel that infact the training gaps are very large. This finding, which is common throughout the whole PARCS project, is important. It has implications for who is involved in the design of training courses, the level at which courses should be targetted, and the depth/detail required.

2.4.3.2 When looking at mental and social skills, evaluation, problem analysis and written skills emerge as needing strengthening - although this was not mentioned by wardens in post-questionnaire discussions. When asked to list methods of instilling work ethics and commitment to conservation, EWCO wardens listed fewer methods than other PAMS in the overall PARCS survey. This gap could be addressed specifically through in-service training to provide senior wardens with the skills to play more of a mentoring role than at present. The responses on how to instil healthy attitudes to adjacent communities demonstrate a good understanding of the theory of community conservation.

2.4.4 What training has been received by current PAMs that is perceived by them as useful?

2.4.4.1 All the respondents to the questionnaire had only received formal or on-the-job training. The formal training listed as useful included diplomas from Mweka College as well as diplomas in animal science and husbandry and accountancy. However from discussions with the wardens and the general manager, there is clearly a perception that this is not adequate for their needs. Whilst EWCO staff recognise that some management issues related to protected area management may be country specific, the need for training in administration, budgetting and community conservation is common to all protected area managers and EWCO wardens feel that these should be covered more adequately at Mweka College.

2.4.5 Assessments of Field Operations Directors

2.4.5.1 The FOD when interviewed confirmed the opinions of the wardens expressed in the post-questionnaire discussion. He also reinforced the present problem that for most EWCO staff attending Mweka, the award of a diploma does not contribute to a salary increase and that this was demotivating. The only option for wardens was to undertake an MSc course, which are expensive and not necessarily the most appropriate training for a field warden. This is an important point, and one that arose in several of the countries surveyed in the PARCS project. Organisations have training needs and individuals within the organisation also have training needs. In some cases these may not be the same. This dichotomy can be addressed through a well-developed training plan, which places the training needs of the organisation first, but works to match an individual's interests and needs where it can.

2.4.5.2 The FOD felt that if EWCO was to become more autonomous then there would be potential for developing an incentive strategy based on skills/experience, years of service and performance. He felt that wardens would accept, and welcome, such a training programme if it was well put together. He felt that this would also be another way of tackling the conflict of having staff away for long periods of training and therefore not able to undertake their work in the field.

2.4.5.3 The FOD confirmed that senior managers within EWCO did not receive training in many of the subject areas identified by PARCS. Strategic planning, and planning for the optimal deployment of well-motivated competent staff, were the two areas where some kind of training was recognised as needed.

2.4.6 What further training is required?

2.4.6.1 The biggest gaps recorded by PAMs between self-evaluated skills and those required for the job are in the areas of policy and procedures, community conservation, public relations and intervention programmes. This is consistent with the recognition within EWCO that the orientation of their work must be towards the human communities around the protected areas. Any follow-on activities to PARCS should focus on these areas as a priority.

2.4.6.2 However, the the biggest gaps perceived by others span the whole spectrum of competencies and main divisions of the job. The areas which are felt to be particularly important (in addition to those mentioned above) are resource conservation and the application of research, technical knowledge, financial accounting, legal practices and gaining a greater understanding of visitor management.

2.4.6.3 Section 2.3.11.1 highlighted an interesting point. In many cases the training needs identified by PAMs are different from those shown up by the gap analysis. This has implications for planning further training. Should EWCO first address the skills PAMs feel are priorities? A future training plan would need to balance the benefits of addressing PAMs needs first and the increased motivation that would result, against developing courses which will address large deficiencies, which are not presently perceived. In this particular case the 'gap analysis' also indicated training needs in the competencies identified by PAMs, and so it would probably be expedient to start with these first.

2.4.6.4 The major constraints to training are the lack of funds to pay for formal or in-service training, the lack of appropriate formal wildlife management training within the country, the need for Mweka College to up-date its curriculum and the dependence on the ministry's criteria for selecting and awarding funds for training. It was not possible to get a good understanding of the availability of potential trainers for in-service training courses. This might be a constraint.

2.4.7 What present programmes could be restructured/enlarged to include training opportunities for PAMs?

2.4.7.1 As Figure 4 shows most EWCO staff have received their training either at Wondo Genet School of Forestry or hold BSc degrees (mostly in biology) from the University of Addis Ababa. The diploma course taught at Wondo Genet includes only 3 hours on wildlife out of 76 credit hours but does include other skills relevant to a PAM such as basic sciences, forest ecology, management and administration. The Dean of the College did not see a likelihood of increasing the wildlife component of the course as it is specifically orientated towards forestry and already has a very full syllabus. However, the Dean would be able to make the facilities of the college available for EWCO staff training, but only when the diploma students are on vacation. None of the college lecturers would be adequately skilled to teach a course in wildlife and EWCO would need to bring in its own tutors.

2.4.7.2 Although the university biological sciences department is revising its scheme preparation, the emphasis of the course will continue to be of an academic and traditional focus and wildlife management will not form a significant portion. Information on the Allamaya College was not collected during this phase of the project.

2.4.7.3 Outside of Ethiopia, the College of African Wildlife Management at Mweka in Tanzania is currently undertaking a curriculum review. The college authorities would like to get input into this process from its various 'clients' ie the protected area authorities which send students to Mweka. This would provide an opportunity for EWCO staff to contribute to the restructuring of the Mweka curriculum.

2.4.8 Are there other training opportunities that have not been utilised?

2.4.8.1 Although a detailed training opportunities assessment was not completed, some opportunities have been identified which EWCO might be able to take advantage of in the future. There is a management institute in Addis which offers courses in management skills and more recently the private sector (eg Ethiopian Airlines) has opened similar courses to people other than its own staff. There are an increasing number of development agencies based in Ethiopia and many of them are involved in community development and extension work. For example CARE/Ethiopia has recently recruited an extension specialist to be based in Addis Ababa, who will be responsible for designing training courses in extension methodologies. The Director of CARE would allow members of EWCO to attend such training courses.

2.4.8.2 In addition to development agencies, organisations like the British Council could assist in identifying training opportunities and securing funds. The British Council is increasingly working with other organisations to develop a collaborative project to provide training support (usually from the Overseas Development Administration) for UK-linked courses.

2.4.8.3 In the past EWCO has relied on external funding for its training support and this is likely to continue in the near future. There is a proposed European Community-funded project which will focus on developing three of the national parks in southern Ethiopia. The project would like to tie into any future PARCS activities and will provide some support for in-service training, as well as more traditional support for Mweka scholarships and masters courses in Europe.

2.4.9 What kinds of training should be recommended?

2.4.9.1 With the lack of formal training institutions within Ethiopia offering wildlife management as a main field of study, emphasis should continue to be placed on sending EWCO staff to Mweka College to receive formal training at the diploma and post-graduate diploma levels. Recognising that at present Mweka does not adequately meet all the needs of EWCO, the organisation should plan to supplement these gaps through an in-service training programme. Such a programme would consolidate the present staff's experience and it would also provide an opportunity to introduce new skills into the organisation at several levels ie both for PAMs in the field and for headquarters staff. The results of the PARCS survey could form the basis for designing an in-service training programme which might include the opportunity to attend short courses run by other organisations within the country, but more importantly to run courses within EWCO.

2.4.9.2 Some EWCO staff would like to continue their career development by undertaking a masters degree. This would be appropriate provided the specific skills which would be learned reflect the needs of the organisation and would help EWCO to reach specific objectives. The development of a more detailed training plan would allow EWCO to set training in the context of its future activities and its role in protected area management in Ethiopia. In the past EWCO staff have gone to Europe for masters studies, but openings in Africa should be considered as such courses may be very relevant as well as less expensive. Another cost-effective option, which could be explored, is for EWCO staff to enrol on a correspondence course to attain a masters degree. Although working in this way towards a degree requires considerable self motivation and discipline, it might be suitable for some staff members.

2.4.9.3 As the newly formed regional governments consolidate the roles of their natural resources bureaux, a new cadre of people responsible for the management of wildlife and natural resources will become established. EWCO's relationship with these bureaux is currently being defined and it may be that more EWCO staff are assigned to regional posts. This has implications for training within EWCO, but also raises the question of whether there would be advantages in developing some joint in-service training courses for EWCO and regional staff. The area of community conservation could be particularly relevant to this, as well as the development of integrated conservation and development plans.

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PARCS Phase I has been a collaborative project with four NGOs - AWF, BSP, WCS and WWF and I would like to thank all the team members for the parts they played in making the project accomplish what it did.

PROTECTED AREAS CONSERVATION STRATEGY (PARCS): TRAINING NEEDS ASSESSMENT

Four organisations, the African Wildlife Foundation, Wildlife Conservation International, World Wildlife Fund and the Biodiversity Support Program are working together on a project called PARCS. One of the main aims of the project is to identify the skills required for the job of protected area manager and to assess the training needs.

To achieve this we have developed a chart of the typical skills (competencies) required to do the job of protected area manager. We would like you to assist us by doing two things:

- to check the appropriateness of the chart to your job
- to assess your current skill level for each component of the chart

Before filling in the questionnaire please read everything through very carefully. This information will be confidential and will be used to build up an analysis of the training requirements for each country in Africa participating in the study.

The attached chart has 17 columns and 12 rows.

- Rows A-K show main divisions of the job.
- Row L will be used to identify the types of training you have already received.
- The first column shows 'accountabilities and responsibilities' associated with each division A-K. Please add any further accountabilities and responsibilities specific to your job by writing in the relevant compartment.
- Columns 2-17 show the competencies associated with your job in terms of knowledge (2-7), mental skills (8-11), social skills (12-14) and attitudes (15-17).

You will notice that some compartments are blank. These do not need to be filled in.

KNOWLEDGE (columns 2-7)

Knowledge has been grouped into four levels:

1.	None	has no knowledge of subject matter indicated
2.	Some	awareness of the subject and general applicability
3.	Working	sufficient knowledge to complete routine tasks
4.	In-depth	a breadth and depth of knowledge which enables initiative to be taken in non-routine situations

n/a = not applicable in present job. Please indicate your knowledge level.

We would like you to go down each column 2-7 and fill in the boxes.

In the left hand box put the number which corresponds to your view of the level of knowledge needed to do the job successfully.

In the right hand box (shaded) put the number which corresponds to your assessment of your current knowledge.

eg. In E5:

In-depth knowledge of relevant laws and regulations eg. firearms, arrest, charging and human rights	4 3

Such an answer shows us that the person completing the questionnaire agrees that in-depth knowledge is needed (4 in the left hand box). By putting 3 in the right hand box the respondent has identified a training need.

When you come to the bottom of each column please complete the compartment (L) by showing which form of training has contributed most to your knowledge of the subject in the column. These categories could include: Formal wildlife training institutions (please specify with dates), Other training opportunities (eg. workshops, seminars), In-service formal training (organised by your department), On-the job training (skills learnt whilst doing your job).

BEST AVAILABLE DOCUMENT

MENTAL AND SOCIAL SKILLS (columns 8-14)

Mental and social skills have been grouped into four levels:
1. None 2. Poor 3. Satisfactory 4. Good

We would like you to go down each column 8-14 and fill in the boxes.

First of all indicate whether each skill is appropriate to your job by circling either Yes (Y) or No (N).

Then indicate in the right hand box (shaded) your level of ability for each particular skill regardless of whether it is applicable to your present job.

eg. in F9:

determining true causes of visitor dissatisfaction & behaviour	(Y) N [4]

Such an answer shows that this skill is required and the respondent has the required level of skill to successfully complete this aspect of the job. Therefore in this particular case there is no identified training need.

When you come to the bottom of each column please complete the compartment by showing which forms of training have contributed most to your skills in the subject of the column. Use the categories described before. Please list the most important one first.

ATTITUDES (columns 15-17)

The chart indicates the principal attitudes of the job. All we require you to do is to answer three questions.

If you do not understand any of the questions in this questionnaire please leave the boxes empty and move onto the next question.

In order for you to keep a record of your completed questionnaires we are providing two copies of each section and a sheet of carbon paper. The WHITE sheets (numbers 1, 2, 3 & 4) are to be returned after completion. You may keep all of the COLOURED sheets. Once you have completed the questionnaire please carefully tear off the four white sheets and return them in the enclosed addressed envelope.

Thank you for helping us undertake this training needs assessment. We appreciate your time and input.

AWF

Wildlife

WWF

Biodiversity Support Program

BEST AVAILABLE DOCUMENT

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Main Divisions of the Job	1. Accountability and Responsibilities	KNOWLEDGE 2. Technical (Wildlife/Tourism)	
A Ensure availability of a competent and well-motivated staff	• Maximizing potential of allocated staff • Responsible for identifying training needs • Responsible for recommendations and application of disciplinary measures •		
B Ensure appropriate infrastructure within budget	• Responsible and accountable for maintenance, repair, rehabilitation and construction • Recommending additional facilities •	Working knowledge of infrastructure, construction, siting, materials, etc. ☐ ☐	1
C Ensure financial and accounting integrity of the protected area	• Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) • Responsible for accurate accounting •		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	• Accountable for development of annual plan and budget of protected area • Responsible for working within the agreed plan and budget • Identify strategic options in the protected area and contribute to strategic planning •		
E Ensure that all activities within the protected area comply with laws and regulations	• Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area	In-depth knowledge of safe practices with respect to wildlife ☐ ☐ In depth knowledge of techniques of anti poaching ☐ ☐	2 3
F Ensure optimum levels of visitor satisfaction	• Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained •	In-depth knowledge of visitors' expectations ☐ ☐ In depth knowledge of protected area infrastructure techniques, site design and analysis ☐ ☐ In depth knowledge of interaction between tourist and local areas ☐ ☐	4 5 6
G Ensure agreed intervention (eg. early burning, problem animal control) programmes are completed to budget and timetables	• Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area •	In depth knowledge of intervention needs, techniques and implications ☐ ☐	7
H Ensure harmonious relationships with neighbouring communities	• Responsible and accountable for design and implementation of a programme to achieve harmonious relations • Responsible for for instilling acceptance by staff of the role of local communities in protected area management •	Working knowledge of extension methodology ☐ ☐ Some knowledge of cultural and historical context for the location of protected area ☐ ☐	8 9
I Be aware of research activities and progress against plan	• Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables •	Working knowledge of research methodologies ☐ ☐ Working knowledge of the role of research in meeting conservation objectives ☐ ☐	10 11
J Represent the protected area and its interests in public meetings	• Accountable for ensuring that the protected area is represented in every possible area • Responsible for ensuring that the information available about the protected area is up to date •	Up-to-date working knowledge of all activities within the protected area ☐ ☐ In-depth knowledge of the context of the protected area in the regional/national/global arena ☐ ☐	12 13
K Ensure an appropriate balance between resource conservation and use in the protected area	• Responsible and accountable for design and implementation of resource management / protection strategies to meet protected area conservation objectives • Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area •	In depth knowledge of types, locations, trends and requirements of important natural and cultural resources in the protected area ☐ ☐ In-depth knowledge of types, locations, trends and requirements of threatened and endemic fauna and flora and the key species of the ecosystem ☐ ☐ Working knowledge of environmental impact analysis techniques ☐ ☐ Working knowledge of surveys and monitoring techniques (field data collection/analysis) ☐ ☐	14 15 16 17
L. Training received			

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3. Management	4. Planning	5. Legal	6. Policies/Procedures	7. Financial/accounting
Working knowledge of supervisory and personnel management skills 18 ☐ ☐ Some knowledge of human resources techniques and their application as appropriate (e.g., job evaluation or worth of job, salary structuring, training needs analysis) 19 ☐ ☐ Working knowledge of managing casual labour 20 ☐ ☐	Working knowledge of scheduling staff development & timetables 28 ☐ ☐	Some knowledge of employment laws 40 ☐ ☐	In depth knowledge of staff policies, procedure, and practices 49 ☐ ☐	
Working knowledge of principles of stock control and procurement 21 ☐ ☐ Working knowledge of how to apply preventative maintenance ☐ ☐ 22	Working knowledge of job planning 29 ☐ ☐	Some knowledge of contract law (for writing contracts to subcontractors) 41 ☐ ☐	In-depth knowledge of maintenance / construction policies, procedures and standards and procurement procedures 50 ☐ ☐	
	Working knowledge of financial planning 30 ☐ ☐		Working knowledge of accounting policy and procedures 51 ☐ ☐	Working knowledge of accounting and principles of internal control 59 ☐ ☐
	Working knowledge of planning, budgeting and control 31 ☐ ☐		Working knowledge of overall strategies and direction of his/her organisation (national conservation policy) 52 ☐ ☐	
	In-depth knowledge of patrol planning needs 32 ☐ ☐	In-depth knowledge of relevant laws and regulations (e.g., firearms, arrest, charging, human rights) 42 ☐ ☐	In-depth knowledge of policies and procedures 53 ☐ ☐	
Working knowledge of management and accommodation and catering facilities under protected area jurisdiction 23 ☐ ☐	In-depth knowledge of techniques in developing long and short term visitor plans 33 ☐ ☐	Working knowledge of contract law as applicable to concessionaires and visitors 43 ☐ ☐	In-depth knowledge of visitor policies and procedures 54 ☐ ☐	Working knowledge of keeping records of visitor numbers and keeping receipts 60 ☐ ☐
Working knowledge of project (job) management 24 ☐ ☐	In depth knowledge of job planning 34 ☐ ☐	In-depth knowledge of relevant laws and regulations 44 ☐ ☐	In-depth knowledge of policies and procedures related to intervention 55 ☐ ☐	
In-depth knowledge of protected area vs people conflict management 25 ☐ ☐	Working knowledge of how to develop a community conservation plan 35 ☐ ☐	Some knowledge of laws related to community development 45 ☐ ☐	In depth knowledge of policies and procedures related to community conservation 56 ☐ ☐	Working knowledge of record keeping for financial disbursements to local communities 61 ☐ ☐ In depth knowledge of records of resource use or resources shared -- both financial and in-kind distributions 62 ☐ ☐
	Some knowledge of development of research plan for the protected area 36 ☐ ☐	In depth knowledge of legal aspects of collecting/exporting materials & specimens 46 ☐ ☐	Working knowledge of research policies and procedures 57 ☐ ☐	Working knowledge of budget & allocations for research activities 63 ☐ ☐
Working knowledge of the concept of public relations and methods of dealing with the media 26 ☐ ☐ Some knowledge of obligatory role (attendance) at meetings and awareness of activities around the protected area expedient to attend 27 ☐ ☐		In-depth knowledge of the legislation regarding protected areas 47 ☐ ☐ Some knowledge of the laws of slander and libel 48 ☐ ☐	In-depth knowledge of the public relations policies, procedures and practices 58 ☐ ☐	
	Working knowledge of resource conservation management planning techniques and methodologies 37 ☐ ☐ In-depth knowledge of how to develop and implement protected area management objectives 38 ☐ ☐ In-depth knowledge of how to develop and maintain a protected area management zoning system 39 ☐ ☐			Working knowledge of how to estimate costs for implementation of resource conservation management plan recommendations 64 ☐ ☐

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Main Divisions of the Job	1. Accountability and Responsibilities	MENTAL SKILLS	
		8. Comprehension	9. Problem Analysis
A Ensure availability of a competent and well-motivated staff	• Maximizing potential of allocated staff • Responsible for identifying training needs • Responsible for recommendations and application of disciplinary measures •	Recognising staff potential advancement Y N ☐ 1	Determining causes of poor performance and behaviour Y N ☐ 13
B Ensure availability of appropriate infrastructure (within budget)	• Responsible and accountable for maintenance, repair and rehabilitation and construction • Recommending additional facilities •	Spotting malpractices and potential hazards Y N ☐ 2	Determining causes of specific and trends on equipment and infrastructure failures Y N 14 ☐
C Ensure financial and accounting integrity of the protected area area	• Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) • Responsible for accurate accounting •	Understanding financial implications of information Y N ☐ 3	Determining causes of figures not reflecting the true situation Y N ☐ 15
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	• Accountable for development of annual plan and budget of protected area • Responsible for working within the agreed plan and budget • Identify strategic options in the protected area and contribute to strategic planning •	Understanding implications of set objectives including their feasibility Y N ☐ 4	Determining true causes of failure to achieve plan and budget Y N ☐ 16
E Ensure that all activities within the protected area comply with laws and regulations	• Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area •	Understanding applicability of laws and regulations in protected areas Y N ☐ 5	Determining true causes of incidences and trends in incidences Y N ☐ 17
F Ensure optimum levels of visitor satisfaction	• Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained •	Recognising the significance of physical and statistical information regarding visitor impact Y N 6 ☐	Determining true causes of visitor dissatisfaction and behaviour Y N 18 ☐
G Ensure agreed intervention programmes are completed to budget and timetables	• Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area •	Understanding information that may lead to interventions Y N ☐ 7	Determining causes of deviation from intended results of interventions Y N ☐ 19
H Ensure harmonious relationships with neighbouring communities	• Responsible and accountable for design and implementation of a programme to achieve harmonious relations • Responsible for for instilling acceptance by staff of the role of local communities in protected area management •	Understanding the significance of statistical, physical, written and oral information relating to community protected area links Y N 8 ☐	Understanding underlying causes of conflict both in the long and short term Y N ☐ 20
I Be aware of research activities and progress against plan	• Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables •	Understanding the significance of research findings and the function of research Y N 9 ☐	Determining causes of why research programme is not to timetable Y N ☐ 21
J Represent the protected area and its interests in public meetings	• Accountable for ensuring that the protected area is represented in every possible area • Responsible for ensuring that the information available about the protected area is up to date •	Understanding the significance of points raised during press and other meetings Y N ☐ 10	Determining the causes of adverse comments in press Y N ☐ 22
K Ensure an appropriate balance between resource conservation and use in the protected area	• Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives • Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area •	Understanding of day-to-day and long term implications of the protected area's management objectives Y N ☐ 11 Recognising and understanding the implications of potential environmental impacts of different activities Y N 12 ☐	Identifying and determining the causes of conflicts between protected area resource conservation and use Y N ☐ 23
L Training received			

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		SOCIAL SKILLS		
10. Creativity	11. Evaluation	12. Oral	13. Written	14. Working with others
Developing on-the-job training Y N ☐ 24	Evaluating staff performance Y N ☐ 34	Counselling staff Y N ☐ 43	Writing staff appraisals and training briefs Y N ☐ 52	Motivating staff Y N ☐ 60
Creating adaptive solutions to infrastructural problems Y N ☐ 25	Deciding priorities and selecting from alternative courses of action for maintenance and repair Y N ☐ 35	Giving clear instructions to staff and contractors Y N ☐ 44	Writing specification orders and instructions to third party Y N ☐ 53	Gaining the cooperation of suppliers and subcontractors Y N ☐ 61
		Explaining financial implications to senior management and junior staff Y N ☐ 45		
Developing options to achieve plans and budgets in light of changing circumstances Y N ☐ 26	Selecting priorities during budget preparation process Y N ☐ 36	Presenting plan and budget Y N ☐ 46	Preparing planning and budget briefs for manager, justifying proposals Y N ☐ 54	Selling plan and budget convincingly Y N ☐ 62
Having flexibility to reach compromises which respect objectives of the law Y N ☐ 27	Balancing and evaluating needs of the involved parties in spirit and letter of the law Y N ☐ 37	Explaining proper procedures and regulations to residents and users of the protected area Y N ☐ 47	Writing clearly worded notices and instructions Y N ☐ 55	Gaining cooperation of wrong doers Y N ☐ 63
Developing options for improving visitor amenities within means available Y N ☐ 28	Evaluating options and selecting courses of action regarding visitor services Y N ☐ 38	Getting protected area's perspective across to visitors Y N ☐ 48	Preparing interpretive materials Y N ☐ 56	Dealing with dissatisfied visitors Y N ☐ 64
Designing (contributing to design) or adapting interventions to meet specific needs Y N ☐ 29	Selecting appropriate programmes and evaluating their success Y N ☐ 39	Giving clear instructions on technical intervention procedures Y N ☐ 49	Writing clear reports explaining intervention, its success, failure, etc. Y N ☐ 57	Gaining cooperation of local communities where appropriate Y N ☐ 65
Developing ideas for improving community/protected area relations Y N ☐ 30	Determining why certain community-related initiatives have achieved success Y N ☐ 40	Presenting information at a level appropriate to target audience Y N ☐ 50		Having cultural sensitivity Y N ☐ 66
Identifying opportunities for for the application of research Y N ☐ 31	Evaluating the results of research and their application Y N ☐ 41		Ensuring research reports are comprehensible for lay people Y N ☐ 58	Establishing positive relationships with researchers Y N ☐ 67
Developing public relations materials (oral, written, etc.) Y N ☐ 32	Selecting materials appropriate for each meeting Y N ☐ 42	Making formal public presentations and respond to questions unambiguously Y N ☐ 51	Preparing press releases Y N ☐ 59	Building up and maintaining network of contacts for information on all important/relevant meetings and events Y N ☐ 68
Developing methods to achieve management zone objectives Y N ☐ 33				Working with local communities and other concerned parties during plan development and implementation Y N ☐ 69

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Main Divisions of the Job	1. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17: Community Attitudes
A Ensure availability of a competent and well-motivated staff	• Maximizing potential of allocated staff • Responsible for identifying training needs • Responsible for recommendations and application of disciplinary measures •	Needs objectivity in appraisal and general staff dealings	Needs to demonstrate commitment and instil commitment in others	Needs to demonstrate and instil understanding of need for harmonious relationship
B Ensure availability of appropriate infrastructure (within budget)	• Responsible and accountable for maintenance, repair and rehabilitation and construction • Recommending additional facilities •	Honours contractual agreements in spirit and letter		
C Ensure financial and accounting integrity of the protected area area	• Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) • Responsible for accurate accounting •	Instils honesty		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	• Accountable for development of annual plan and budget of protected area • Responsible for working within the agreed plan and budget • Identify strategic options in the protected area and contribute to strategic planning •			
E Ensure that all activities within the protected area comply with laws and regulations	• Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area •	Honesty, tolerant to others' points of view	Finding balance and understanding the needs of both conservation and the involved parties	Tolerance to others' points of view to minimize conflict between protected area and others
F Ensure optimum levels of visitor satisfaction	• Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained •		Needs to demonstrate commitment to conservation	Needs to demonstrate belief in validity of including local communities in protected area management and enterprises linked to tourism
G Ensure agreed intervention programmes are completed to budget and timetables	• Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area •			
H Ensure harmonious relationships with neighbouring communities	• Responsible and accountable for design and implementation of a programme to achieve harmonious relations • Responsible for instilling acceptance by staff of the role of local communities in protected area management •			
I Be aware of research activities and progress against plan	• Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables •	Must have an open mind to research findings Must support role of research as a component of protected area management		
J Represent the protected area and its interests in public meetings	• Accountable for ensuring that the protected area is represented in every possible area • Responsible for ensuring that the information available about the protected area is up to date •	Honesty, Integrity Must make clear when representing the protected area or a personal view Must never criticize the organisation openly	Demonstrated as absolute	Demonstrated as absolute
K Ensure an appropriate balance between resource conservation and use in the protected area	• Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives • Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area	Honours conservation objectives of resource management plan		
L. Training received				

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This chart indicates the principal attitudes of the job. All we require is that you answer the following questions:
As a manager how do you instil:

a. work ethics?

b. commitment to conservation?

c. healthy attitudes to adjacent communities?

(If you need more space' use blank sheet on the next page)

LANGUAGES

Do you speak a language understood by the local community adjacent to your protected area?

COMPUTERS

Do you use computers? If so, in what ways?

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4/Y

TRAINING PRIORITIES

Having completed this questionnaire and thinking specifically of the requirements of your job, what do you think are your three greatest training needs? What form of training do you think would be best to address these needs (eg. formal, in-service, on-the-job, or others)?

1.

2.

3.

This questionnaire was completed by: ..... Title (no name needed)

..... Department/Section

..... Organisation

..... Country

Date: .....

How many years have you worked for your department/organisation?

If applicable, how many years have you been in charge of a protected area?

What is the conservation status of your protected area? (eg. national park, game reserve etc)

What biome is most representative of the protected area under your management? (please circle) montane, savannah, marine, aquatic, dry forest, moist forest, desert

Are you male ☐ or female ☐? (Please tick appropriate box)

PARCS REF NO:

Date received:

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Issues for discussion at the Strategic Planning meeting for the College of African Wildlife Management, to be held from 21-22 September 1991, at Mweka, Tanzania.

The Ethiopian Wildlife Conservation Organisation, as one of the Anglophone African states, has been using the CAWM as its major training centre for Wardens since 1965, almost without interruption. There is only one Warden position in Ethiopia currently not filled by a CAWM graduate. All wildlife technical positions at the Headquarters, including that of the Manager, are staffed with CAWM trainees. Such a situation may be similar elsewhere in Africa. This shows the vital role Mweka is playing in the conservation efforts of Anglophone Africa.

I myself was a student of CAWM some twenty years ago. I vividly remember my training course contents and the styles of teaching. Having now worked up through the ranks, I have become the supervisor of field wardens since 1981.

The current 1990/91 courses offered at Mweka are very similar to the courses of my day, except one newly introduced course: "Man and Wildlife", which I feel is apt and timely.

The main fact I have learnt through my long service is that the need of the wildlife Warden position and the training Mweka gives for the purpose are not well correlated. The Warden position's function, I feel, is purely a managerial one, perhaps of a special type, but undoubtedly the function is that of co-ordinating the four resources:

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- man
- money
- material

and

- equipment

to achieve the objectives of conservation.

CAWM gives too much emphasis to the resource that is to be conserved, which may seem logical as it is the cause of the need for the co-ordination of the four resources mentioned. The truth is that at least 90% of the Warden's function in my country is this co-ordinating role.

The Warden function for which Mweka exists, is, as stated above, the general managerial function, with the added function of liaison with the local populace and government. The latter function is becoming increasingly important with the ever-growing human pressure on conservation areas.

The concept of the wildlife profession as primarily Applied Biology, I feel is not fully appropriate, and to this effect it should evolve into a multi-disciplinary type of profession, amalgamating natural science with social science. Mweka should not be left to biological scientists. It should invite students of management, sociology and economics to respond to the multi-disciplinary needs of Protected Areas Management.

According to my analysis the 1990/91 Mweka curriculum gave 6.25% and 7% to "Administration" in the first and second years respectively. The "Man and Wildlife" course was only 7% which was offered in the second year. The offer

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of this latter course is a positive move, but the number of credit hours should be increased.

One of the essential elements lacking emphasis in the Mweka training, is the operation, maintenance and management of equipment, such as vehicles and communication radios, which are increasingly important tools for the work.

The call is timely for this Strategic Planning workshop to enable CAWM to cope with the changing needs of the Protected Areas of today in Anglophone Africa. Having broadly highlighted the training at Mweka, and the needs of especially the Warden position, I would like to put the needs in a nutshell, as follows. Give emphasis to:

- the general managerial courses such as Personnel Management, Materials Management, Finance Management, Budgeting, and Economics;
- the human aspects of conservation: Communication skills, Sociology, Psychology, etc.;
- the practical aspects of Park management, especially Communications Radios, and Vehicle Maintenance;
- the international aspects of conservation through the employment of instructors on an international basis in order to enrich the students' experience;

and:

- the incentive scheme for college employees.

Ato Tesfaye Hundessa
Head, Conservation Division
Ethiopian Wildlife Conservation Organisation
Addis Ababa
Ethiopia

September 1991

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Annex 3: Ethiopia Wildlife Conservation Organization employees trained at College of African Wildlife Management: 1965 - 1994

Ser. No.	Names	Level of training	Sources of Training fees	Training Period
1	Tadesse G/Michael	Diploma 1st Degree	EWCO SIDA	1965-1967 1982-1984
2	Daniel Tiruneh	Diploma	EWCO	1965-1967
* 3	Lealem Berhanu	Diploma	EWCO	1966-1968
4	Mesfin Abebe	Diploma	EWCO	1966-1968
* 5	Hagos Yohanes	Diploma	EWCO	1967-1969
6	Kidane T/Michael	Certificate	EWCO	1968-1969
7	Berhanu Asfaw	Certificate Dip	UNESCO UNESCO	1969-1970 1983-1985
8	Tesfaye Hundessa	Diploma Degree	EWCO Private	1971-1973 1982-1989
9	Teshome Damena	Diploma	SIDA	1971-1973
10	Abay Tadesse	Certificate Dip	EWCO SIDA	1971-1972 1979-1981
11	Andeberhan Kidane	Post-Graduate Dip Certificate	AWLF EWCO	1973-1974 1973-1974
* 12	Aseged Tiruneh	Diploma	AWLF	1973-1974
13	Getachew Tedla	Certificate	EWCO	1973-1974
* 14	Taye Teferi	Diploma	AWLF	1976-1979
15	Abdu Mohamed	Post Graduate Dip	AWLF	1977-1978
16	Yitayal Kebede	Diploma	AWLF	1977-1979
17	Mekurea Ayele	Diploma	AWLF	1977-1979
* 18	Awegehew Teshome	Diploma	AWLF	1978-1981
19	Fasil Tekle	Post-Graduate Dip	SIDA	1979-1980
* 20	Yilma Delelegn	Diploma 1st Degree MSc	SIDA WCI DICE	1979-1981 1992 1993
* 21	Leykun Abunie	Post-Graduate Dip Masters	SIDA OSLO University	1979-80 1989-1991
* 22	Kirubel Tesfaye	Post-Graduate Dip MSc	UNESCO SIDA	1981-1982 1985-1987
23	Ketema Debele	Post-Graduate	AWLF	1987-1988
* 24	Mateos Ersado	Diploma MSc	UNESCO Bulgarian Govt	1981-1983 1986-1992
25	Yosef Getnet	Diploma	UNESCO	1981-1983

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Ser. No.	Names	Level of training	Sources of Training fees	Training Period
26	Tadesse Hailu	Post-Graduate Dip	SIDA	1982-1983
27	Negusse Mengesha	Diploma	DSE	1984-1986
* 28	Mohamed Abdi	Post-Graduate Dip MSc degree	UNEP OSLO University	1986-1987 1991-1993
29	Jemal Mohamed	Diploma	IUCN	1985-1987
30	Mohamed Ibrahim	Diploma	DSE	1987-1989
31	Petros Andamo	Diploma	DSE	1986-1988
32	Alemayehu Bedada	Diploma	WWF	1987-1989
33	Genene Shirkite	Diploma	UNESCO	1987-1989
34	Tesfaye Melaku	Diploma	UNESCO	1986-1988
35	Zelealem Tefera	Diploma	WWF	1988-1990
36	Belete Ayele	6 mths training	SIDA	1983
37	Kassa Abuhay	6 mths training	SIDA	1983
38	Taye Zewde	6 mths training	SIDA	1983
39	Aster Bogale	3 mths training	SIDA	1983
40	Nemaneh Jagiso	Diploma	WWF	1989-1991
41	Bati Chego	Diploma	IUCN	1989-1991
42	Fekadu Tefera	Diploma	NYZS	1989-1991
43	Abdurahiman Kubssa	Post-Graduate Dip	OSLO Univ.	1991-1992
44	Almaz Bayero	Post-Graduate Dip	OSLO Univ.	1991-1992
45	Kefyalew Seme	Post-Graduate Dip	WWF	1991-1992
46	Yibeltal Alemu	Diploma	DSE	1991-1993
47	Aseged Gobre	Diploma	DSE	1991-1993
48	Yosef Lemessa	Diploma	UNESCO	1991-1993
49	Bereket Netsereab	Diploma	WWF	1992-1994
50	Deresse Degene	Diploma	AWF	1992-1994

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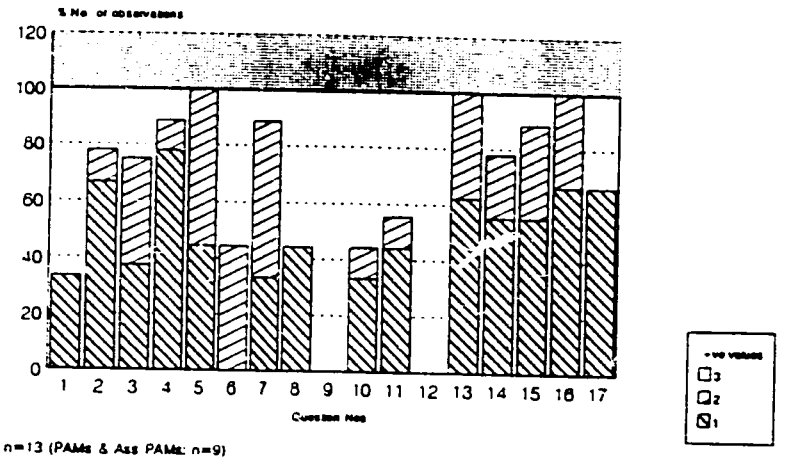
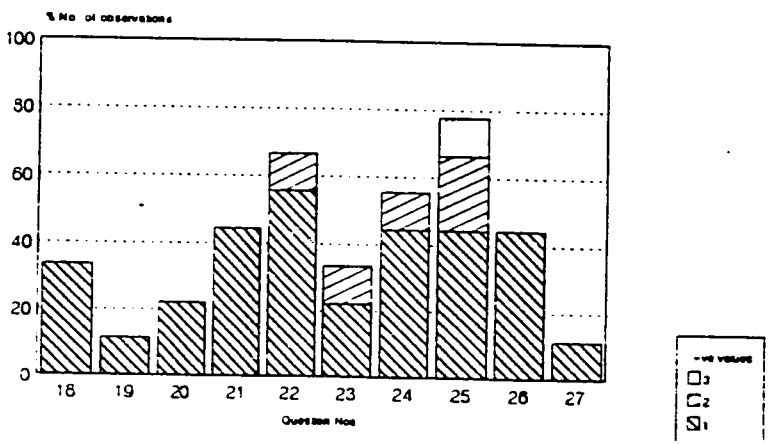
..3.5.a. PAMs gap analysis relative to PARCS
Technical Knowledge: Ethiopia



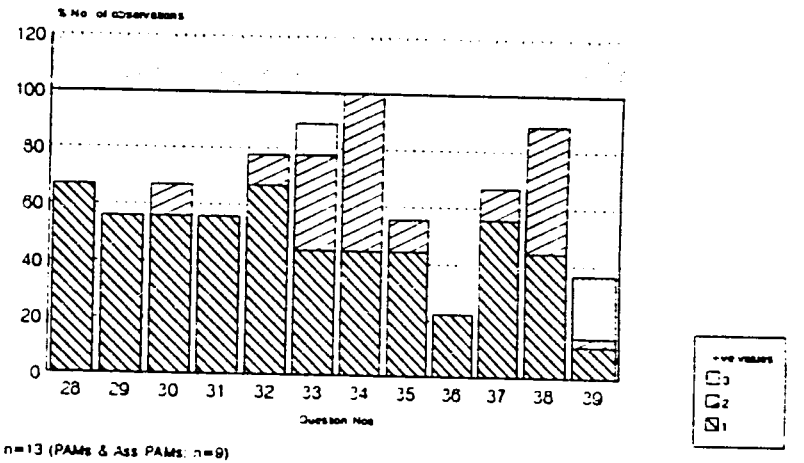
ple n=13 (PAMs & Ass PAMs: n=9)

2.3.5.a. PAMs gap analysis relative to PARCS.
Management Knowledge: Ethiopia



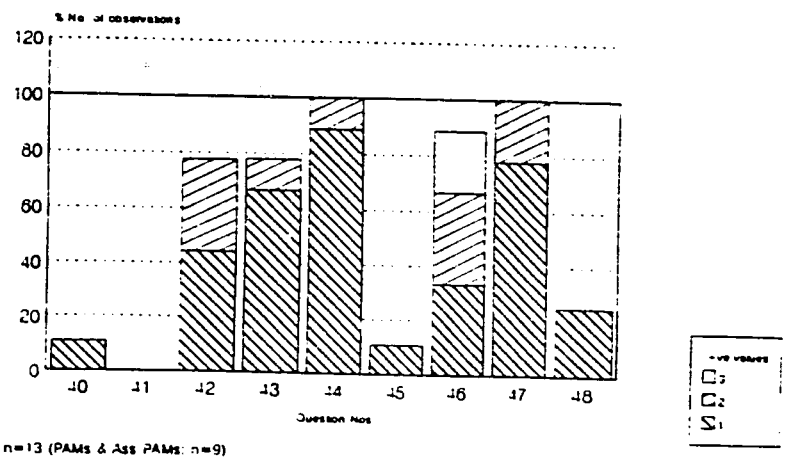
ple n=13 (PAMs & Ass PAMs: n=9)

2.3.5.a. PAMs gap analysis relative to PARCS.
Planning Knowledge: Ethiopia



Sample n=13 (PAMs & Ass PAMs: n=9)

2.3.5.a. PAMs gap analysis relative to PARCS
Legal Knowledge: Ethiopia



Sample n=13 (PAMs & Ass PAMs: n=9)

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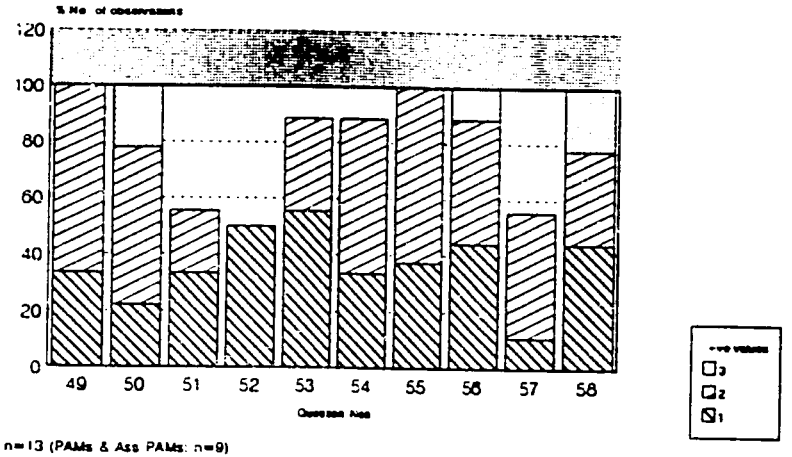
2.3.5.a. PAMs gap analysis relative to PARCS

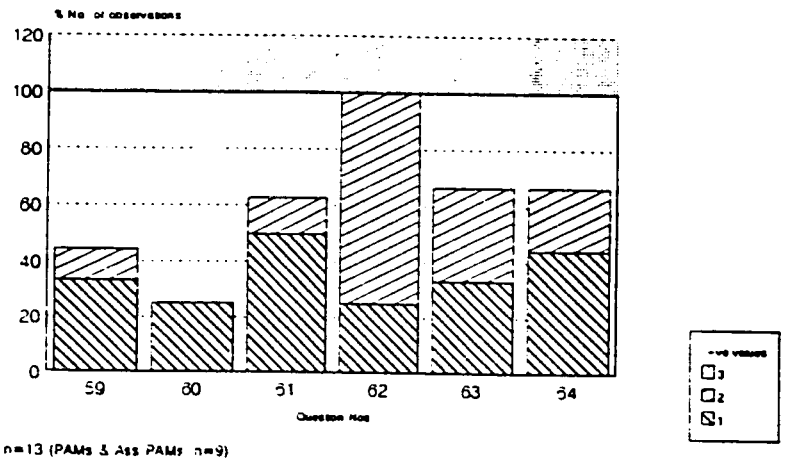
Policies & Procedures Knowledge: Ethiopia



Sample n=13 (PAMs & Ass PAMs: n=9)

2.3.5.a. PAMs gap analysis relative to PARCS.

Financial Knowledge: Ethiopia



Sample n=13 (PAMs & Ass PAMs: n=9)

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A. **INSTILLING WORK ETHICS**

A1. referring staff regularly to Administrative Orders on codes of work conduct and behaviour in staff meetings, seminars.

A2. showing hard work and dedication through example.

A3. ensuring objectives of the organisation are explained to staff.

A4. acknowledging good work in others while positively criticising bad work.

A5. showing tolerance to others' points of view.

A6. showing understanding when taking disciplinary measures.

A7. providing attentive supervision to staff's work, especially when new responsibilities are given.

A8. developing performance appraisal schemes.

A9. encouraging subordinate staff to participate in programme formulation.

A10. cultivating good working relationships which creates rapport for instruction.

A11. ensure that staff are suitably equipped and motivated as regards their training and tools (equipment) needed to perform efficiently.

A12. never criticise organisation openly.

A13. respect agreements.

A14. giving others responsibility.

A15. objectivity and justice of personnel.

B. **INSTILLING COMMITMENT TO CONSERVATION**

B1. showing dedication to national, regional and local conservation objectives or give example of commitment to conservation.

B2. explaining to staff the value of conservation by conducting regular in-service refresher courses on conservation ethics.

B3. demonstrating the importance of conservation in relation to human needs.

B4. becoming involved in extension conservation activities, especially with school groups/wildlife clubs.

B5. participating in the design, implementation and analysis of effective law enforcement programmes.

B6. teaching protected area management that fully covers conservation concept.

B7. discouragement of activities contrary to the ethics of conservation e.g off road driving, killing animals, animal disturbance etc.

B8. provide incentives for conservation staff especially the wardens who are lowly paid for outstanding performances etc so as to motivate them.

B9. teach cost and benefits of conservation.

B10. studying past conservation efforts and plans and learning from experiences of others and causes of their successes and failures.

B11. providing necessary working tools.

B12. reward parks or conservation areas with outstanding conservation records.

B13. researching continually on animal population, behaviour and habitat.

B14. regulating and controlling exports and imports of scheduled and non-scheduled animals.

B15. delegating responsibility to others.

B16. active participation of PAM in conservation activities with regular surveillance of work carried out by staff.

C. **INSTILLING HEALTHY ATTITUDES TO ADJACENT COMMUNITIES**

C1. accepting the validity of community participation in protected area management and involving them.

C2. listening to and demonstrating willingness to understand community areas.

C3. instructing staff on the value of harmonious relations with adjacent communities to the conservation objectives of protected areas.

C4. taking an active role in conflict resolution (e.g. problem animal control).

C5. taking opportunities to provide employment for local communities as appropriate to the conservation objectives of the protected area.

C6. maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area.

C7. seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives.

C8. education for local communities in conservation.

C9. law enforcement.

BEST AVAILABLE DOCUMENT