

PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED
AREA MANAGERS IN AFRICA



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KENYA

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The WILDLIFE CONSERVATION SOCIETY

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PARCS

Country Report: KENYA

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EXECUTIVE SUMMARY

KENYA

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 address 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 Kenya, the PARCS survey only focused on the Kenya Wildlife Service (KWS) because a recent training needs assessment had been completed for the Forestry Department. KWS is at present implementing a large scale project of institutional reform and is receiving significant funds from many donors as part of the 'Protected Areas and Wildlife Service (PAWS) project. Training is seen as the main vehicle for building KWS's long-term institutional capacity and KWS has developed a comprehensive training programme and secured funding of US\$7 million over the five year PAWS project period. A long-term training plan¹ has been designed to ensure that all protected area management staff are trained in the fields appropriate to their present responsibilities. Although the training programme was on-going at the start of the PARCS survey, KWS felt that the results of the PARCS analysis would be of interest to the organisation and could contribute to defining some specific training needs.

Thirty two PAMs, four Field Operations Directors (FOD), and one field associate 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 PARCS² in the questionnaire) were first validated to ensure that the

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.

questionnaire truly reflected the scope of responsibilities held by PAMs in Kenya. Training needs for each skill/competency were determined by a 'gap analysis' which compared PAMs current skill levels with those that PAMs considered were needed for the job.

PAMs identified training needs in the following general areas:

Knowledge Skills:	Policies and Procedures Technical Legal
Mental and Social Skills:	Written Creativity Problem Analysis

However PAMs and KWS senior staff and associates identified the following as priorities:

Planning
Management
Technical knowledge

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

- Awareness of research activities and progress against plan
- Ensuring appropriate infrastructure within budget

However PAMs and KWS senior staff and associates identified the following as priorities:

- Ensuring harmonious relationships with neighbouring communities
- Representing the protected area and its interests in public meetings
- Ensuring an appropriate balance between resource conservation and use in the protected area

With the income from national parks and the PAWS project providing adequate operating funds, the main constraint on PAMs meeting their job responsibilities include lack of appropriate skills in certain key areas. KWS feels that its ongoing in-service training programme will address the needs of wardens in the field and within the rest of the organisation. KWS will continue to send members of staff to formal training institutes as part of its overall training plan.

FODs' training needs were identified as:

- Strategic planning
- Development of policies

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

A training opportunities assessment was undertaken. Kenya has an extensive spectrum of relevant training opportunities, particularly in the traditional area of formal wildlife training and newer areas such as management, planning and community conservation methodology.

As part of the opportunities assessment teaching staff at Moi University completed questionnaires to indicate the level of skills taught on the BSc course in Wildlife Management.

Recommendations

The findings of this PARCS country survey are consistent with the training needs perceived by KWS - and are perhaps useful in that they provide perspectives from the wardens themselves, and add to the data information which KWS is collecting as a basis for monitoring its training programme.

In early 1994 KWS will undertake a training needs assessment for the whole organisation. The results of the PARCS assessment will be available to the KWS staff and the consultants who will be involved. The results which might specifically be of use are the findings on skill levels in the mental and social skills. KWS training staff could work consciously to include methods of gaining these skills into in-service training courses. The other finding of the relative importance of on-the-job training as a method of skill transfer is interesting. Focus could be put into giving on-the-job training a more structured approach, perhaps with monitoring programmes developed at park level for new recruits. This would draw upon the considerable body of expertise in certain skills within KWS and contribute to enhancing institutional memory in these sectors.

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 (Annette 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: Botswana, 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 descriptions?)
 - 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 were his/her three priority training needs, and what are the constraints to obtaining this training.

SECTION 2

TRAINING NEEDS ASSESSMENT

2.1 INTRODUCTION

The primary focus of the PARCS training needs assessment in Kenya were PAMs in the Kenya Wildlife Service (KWS). Although the Forestry Department is responsible for the management of protected areas, it was not included in the survey because a recent assessment of training needs had been made as part of the Kenya Forestry Master Plan and training programmes are underway or planned (MENR/FINNIDA 1992, KIFCON 1992, KIFCON 1993).

In 1990 the status of the Wildlife Conservation and Management Department (WCMD) changed and a new parastatal the Kenya Wildlife Service was established. KWS prepared 'A Policy Framework and Development Programme 1991-1996' (KWS 1990) - known as the 'zebra book' - to achieve its conservation goals (see 2.1.3 below). KWS's strategy is to ensure that wildlife assumes a positive role in the lives of rural people who share the land with wildlife, and to develop the income-generating capacity of the sector in a manner compatible with conservation concerns. KWS immediately sought and secured donor assistance to support the proposed programme. A five year project - the Protected Areas and Wildlife Service (PAWS) project - was designed to support the first phase of KWS's ten-year wildlife sector development programme (World Bank 1992). The main components of the PAWS project are:

- Development of KWS's institutional capacity through material support, technical assistance and a **substantial training programme for management and technical staff**
- Rehabilitation of park and reserve infrastructure
- Establishment of a community wildlife programme
- Expansion of the wildlife education programme
- Strengthening of KWS's planning capacity
- Revitalisation of KWS's scientific research
- Maintenance of the effectiveness of the Wildlife Protection Unit.

The project has secured funding of over US\$ 120 million for its implementation, although some of these funds have yet to come on line (Bensted-Smith 1993).

The existence of the PAWS programme and its emphasis on training (see 2.1.4 below) was unparalleled in all of the protected area authorities surveyed in the PARCS project. In due course the project will present an interesting opportunity to evaluate the effectiveness of implementing a well focussed training programme. Although many protected area authorities are unlikely to receive such significant funding for training, there are sure to be lessons to learn on training methodologies, and where maximum impact was achieved, which could be useful for other countries.

2.1.1 Summary of Kenya's Protected Area system;

Please see Figure 1 (IUCN 1992).

Figure 1: Summary of Protected Areas

<i>National/international designations</i> Name of area	IUCN management category	Area (ha)	Year notified
<i>National Parks</i>			
Aberdare	II	76,519	1950
Amboseli	II	39,206	1974
Chyulu	II	47,090	1983
Hell's Gate	II	6,800	1984
Kora	II	178780	1989
Lake Nakuru	II	18800	1967
Longonot	II	5200	1983
Malka Mari	II	87600	1989
Meru	II	87044	1966
Mount Elgon	II	16923	1968
Mount Kenya	II	71759	1949
Nairobi	II	11721	1946
Oi Donyo Sabuk	II	1842	1967
Ruma	II	12000	1983
Sibilo	II	157085	1973
South Island	II	3880	1983
Tsavo East	II	1174700	1948
Tsavo West	II	906500	1948
<i>Marine National Parks</i>			
Kisite/Mpinguti	II	3900	1978
Mombasa	II	1000	1986
Ras Tenewi	II	35000	1991
Watamu	II	3200	1968
<i>Nature Reserves</i>			
Arabuko Sokoke	II	4332	1979
Nandi North	II	3434	1978
South-Western Mau	II	43032	1961
Uaso Narok	II	1575	1981
<i>National Reserves</i>			
Arawale	VI	53324	1974
Bisanadi	VI	60600	1979
Boni	VI	133900	1976
Buffalo Springs	II	13100	1985
Dodori	VI	87739	1976
Kakamega	II	4468	1985
Kamnarok	VI	8774	1983
Kerio Valley	IV	6570	1983
Lake Bogoria	II	10705	1970
Losai	VI	180680	1976
Marsabit	II	208800	1949
Masai Mara	II	181000	1974
Mwea	VI	151000	1976
Nasolot	VI	6803	1979
Ngai Ndehya	VI	9200	1976
North Kitui	VI	21209	1979
Rahole	VI	74500	1976
Samburu	II	127000	1985

<i>National/international designations</i> Name of area	IUCN management category	Area (ha)	Year notified
<i>National Reserves (continued)</i>			
Shaba	II	16500	1974
Shimba Hills	II	23910	1968
South Kitui	VI	183300	1979
South Turkana	VI	109100	1979
Tana River Primate	II	16900	1976
<i>Marine National Reserves</i>			
Kiunga	VI	25000	1979
Malindi	VI	21309	1968
Mombasa	VI	20000	1986
Mpunguti	VI	1100	1978
Watamu	VI	3200	1968
<i>Biosphere Reserves</i>			
Amboseli	IX	483200	1991
Kiunga Marine National Reserve	IX	60000	1980
Malindi-Watamu	IX	19600	1979
Mount Kenya	IX	71759	1978
Mount Kulal	IX	700000	1978
<i>Ramsar Wetland</i>			
Lake Nakuru National Park	R	18,000	1990

Source: IUCN 1992.

2.1.2 Protected Area authorities

Kenya has two national protected area authorities: the Kenya Wildlife Service (within the Ministry of Tourism and Wildlife) and the Forestry Department (within the Ministry of Environment and Natural Resources). Most national reserves and trust land forests are administered by county councils.

The organisational structure of KWS is presented in Figure 2.

2.1.3 National conservation strategy & conservation objectives

2.1.3.1 Responsibility for environmental management lies with the National Environment Secretariat (also within the Ministry of Environment and Natural Resources). The Secretariat is currently preparing a national conservation strategy with assistance from IUCN.

2.1.3.2 The primary focus of the PARCS assessment is the Kenya Wildlife Service. The goals of KWS (KWS 1990) are :

- to conserve the natural environments of Kenya and their fauna and flora, for the benefit of present and future generations and as a world heritage
- to use the wildlife resources of Kenya sustainably for the economic development of the nation and for the benefit of people living in wildlife areas
- to protect people and property from injury or damage caused by wildlife.

KWS Organisation Structure

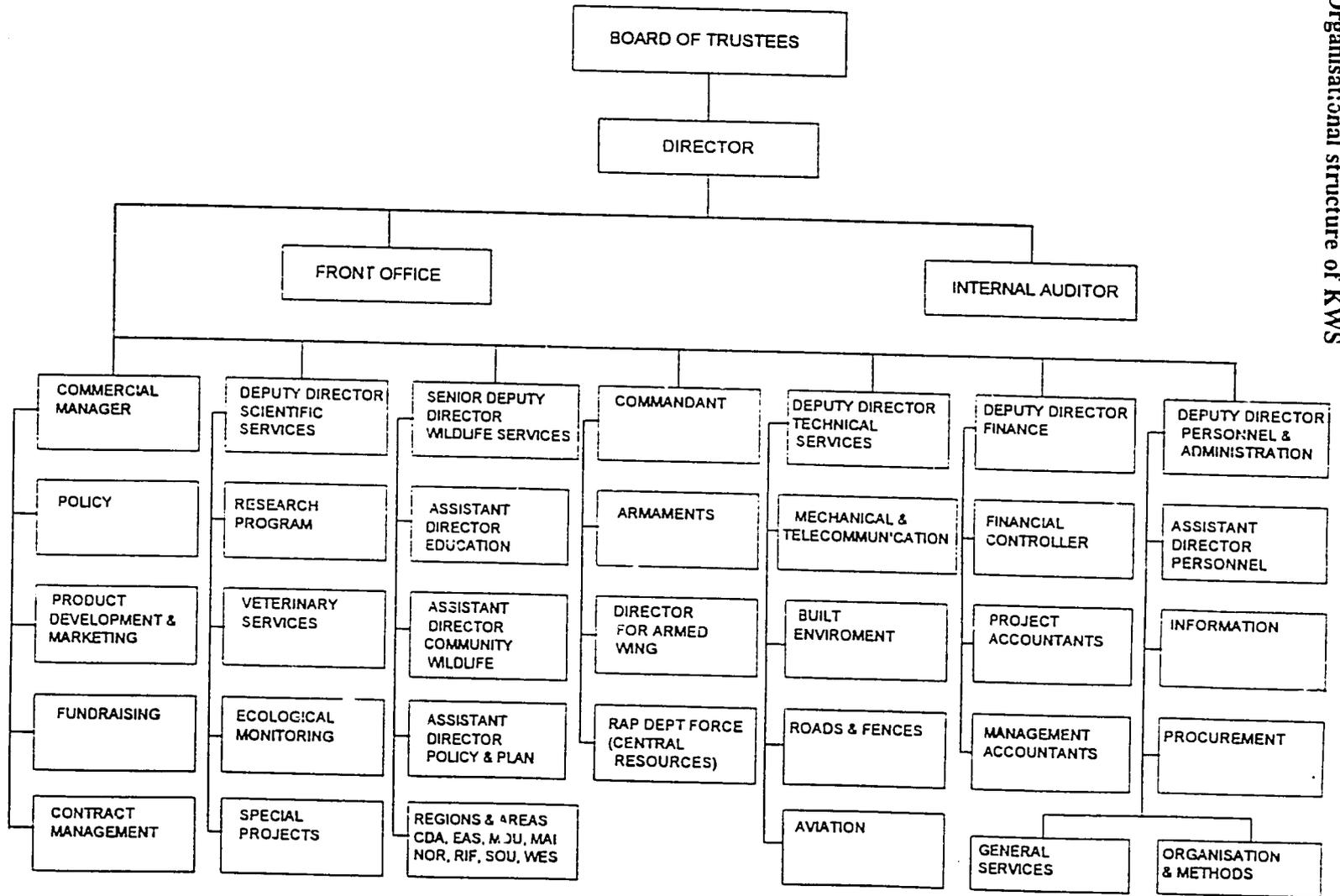


Figure 2: Organisational structure of KWS

2.1.4 Existing training programmes

- 2.1.4.1 Prior to the establishment of KWS, WCMD did not have a training programme. Indeed several staff who had served the department for many years never received any form of in-service training and this had contributed to the low skills level and morale within the organisation. Many staff were not qualified or motivated to undertake management roles and KWS inherited the need to train most of its staff.
- 2.1.4.2 It is not surprising, therefore, that training is an integral part of the PAWS project and is the main vehicle for building KWS's long-term institutional capacity. A training plan has been developed and is included in Annex 2 (World Bank 1992). The PAWS project is financing support for more than 2,000 person months of training and this ranges from short-term workshops to post-graduate studies in Kenya and overseas for both management and technical specialist training. The funds available for this training programme are US\$ 7 million ie about 6% of the overall PAWS budget. The principal donors are the World Bank, United States Agency for International Development, Overseas Development Agency and the Royal Netherlands government.
- 2.1.4.3 KWS has appointed a training manager - see Annex 3 for job description (World Bank 1992) - who is responsible for the identification and coordination of training throughout KWS. The Community Wildlife Service (CWS) also has a Training Coordinator who is responsible for the training programme being undertaken by the CWS through the Conservation of Biodiverse Resource Areas (COBRA) project. This programme includes training for KWS staff as well as members of local communities working with KWS within the community wildlife programme. An outline of the CWS training programme is presented in Annex 4 (Murphree 1993).
- 2.1.4.4 The Training Unit within KWS is still being established but in the interim several training activities have been initiated to help KWS staff to cope with their increasingly demanding work environment. These have included workshops in strategic planning; annual workplan preparation; management techniques; financial control; as well as technical subjects. An overall training needs assessment for KWS staff is currently being undertaken by KWS and an external consulting company. The first step has been to assess jobs within KWS and has looked at the knowledge and skills which different categories of staff require to carry out their jobs efficiently. This has resulted in the preparation of job descriptions for KWS staff which are currently being finalised (See Annex 5). The next step in the assessment will comprise three activities. The actual training needs of individuals will be assessed; a performance appraisal system will be established and an organisational audit will be undertaken to clarify reporting relationships. The results of the PARCS assessment of training needs for PAMs and Asst. PAMs will be available to KWS and the consultants.
- 2.1.4.5 KWS has recently been given authority to manage the Naivasha Wildlife and Fisheries Training Institute and this will form the location for the bulk of KWS training programmes after a rehabilitation project has been completed. KWS intends to develop an in-service training programme at the institute and a workshop to discuss preliminary ideas for the development of a curriculum was held in September 1993. The results of the PARCS survey were presented at that workshop and emphasis was placed on the need to develop mental and social skills as well as knowledge skills as part of any future training programme.
- 2.1.4.6 It is likely that a series of inter-linked modules will be the basic design for in-service courses at Naivasha and the Community Wildlife Service is currently establishing such a course (Abdouch 1993). The CWS course is intended to become the primary in-service training mechanism for community wildlife wardens.

2.1.5 In-country PAM profile

- 2.1.5.1 KWS is currently working to devolve responsibility onto its park wardens and to decrease the role of the headquarters in many aspects of park management. Wardens are being encouraged to develop annual work plans and budgets, to become involved in the development of park management plans and also to contribute to the overall planning within KWS.
- 2.1.5.2 KWS has recently developed job descriptions for park wardens (PAMs) and deputy park wardens (Asst. PAMs) and these are included in Annex 5. Figure 3 represents a typical complement of KWS personnel within a park.
- 2.1.5.3 KWS has many wardens who have been in service for many years. Recent recruits for assistant warden posts are usually graduates of Moi University or Egerton University and hold degrees in wildlife management or range management. In the past WCMD sent staff to the College of African Wildlife Management at Mweka for training, but the numbers of Kenyans attending has declined in recent years. This is partly because funds were not available for the College fees, but also because of the increasing pool of new qualified graduates from Kenyan universities seeking employment.

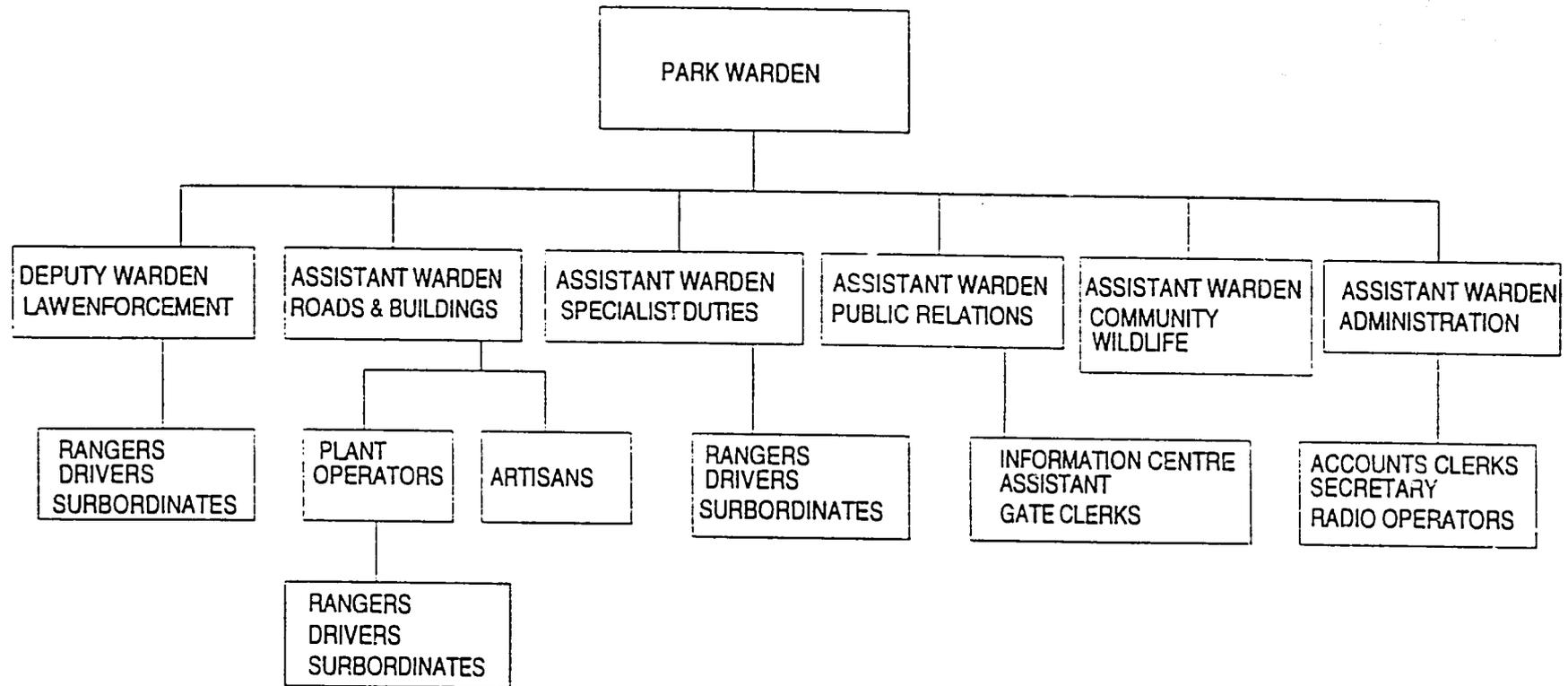
2.2 METHODS

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 between October - November 1992. In Kenya 32 protected area managers, 4 FODs, 9 Trainers (from Moi University) and 1 Field Associate all completed questionnaires.

Kenya Wildlife Service Organisation Chart for a Park Office

Figure 3:



- 2.2.2.2 At the start of the project interviews were held with the Director of KWS and the KWS Training Manager. The Director approved the PARCS project being undertaken within KWS but asked that the questionnaires were mailed out to PAMs. This was because KWS staff had been attending many in-service training workshops as part of KWS's institutional reform and he was reluctant to keep having to call PAMs out of the field to attend workshops. He preferred that PAMs would be allowed to complete the questionnaire at a time which suited them best and did not interfere unduly with their work schedules.
- 2.2.2.3 This method of administering the questionnaire had advantages and disadvantages. The main advantage was the large number that could be sent out - 60 were sent out and 32 returned. The disadvantage was that the PARCS Regional Manager (RM) did not have an opportunity to talk to individuals about their perceived training needs and thus did not acquire anecdotal information. It also meant that the interpretation of the results drew directly from the information provided through the questionnaires, although the PARCS RM did also draw upon her experience and interactions with KWS staff through other AWF projects as a basis for making the interpretations.
- 2.2.2.4 The PARCS questionnaires (with stamped-addressed envelopes for returning completed questionnaires) were sent out by the KWS Training Manager and returns were posted directly to AWF. A preliminary analysis of training priorities identified by PAMs was presented to KWS and the results were published in the KWS newsletter in December 1992. After the main data analysis had been completed a presentation of the results of the PARCS survey was presented to a KWS curriculum development workshop in September 1993 (see 2.1.4.5).
- 2.2.3 FODs comments on training needs**
- 2.2.3.1 In addition to having one FOD complete a questionnaire, the PARCS RM interviewed the Deputy Director (Wildlife Services) to discuss the PARCS training needs assessment.
- 2.2.3.2 With regards to training at senior management level the FOD was asked the questions set out in para. 1.8.6. Strategic planning and development of policy were the two areas where there were recognised training needs. These should be addressed through short courses designed for senior personnel as the skills could not be learned on-the-job.
- 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

The question related to gender was added to the PARCS questionnaire in December 1992. The survey had already been completed for KWS wardens by that date and so no data was collected on the gender of respondents.

2.3 RESULTS

The results of the PARCS survey in Kenya are presented below. A short paragraph follows each set of results and provides a brief interpretation of those results within the Kenyan context.

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 all 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.

All of the analysis was done using data from thirty two questionnaires completed by PAMs and Asst. PAMs.

2.3.1 Data Collection Table (Table 1)

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM								15	15
2 PAM								17	17
3 RM									
4 FOD (for PAMs)								1	1
5 FOD (for own job)								3	3
6 Trainer									
7 Researcher									
8 Field associate			1						1
9 Private Sector PAM									
Total			1					36	37

Total sample: n=37

- 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. Explain 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 2)

Respondents	Years of service			
	1-5 yrs	6-10 yrs	> 10 yrs	No response
Years in service	2	12	17	1
Years as a PAM			1	31

More than half of the respondents had been serving as protected area managers for more than ten years and more than a quarter for over five years.

2.3.4 Validation Analysis for Knowledge

2.3.4.1 Additions and Deletions to Accountabilities and Responsibilities

See Annex 6 (PARCS 2.3.4a) for additions.

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

- a To check the validity between PAMs' and PARCS' score for 'Knowledge' skills (columns 2-7, rows A-K in the questionnaire), an analysis was conducted which compared the scores given by PAMs in the left hand box of questions 1-64 under 'Knowledge' with those of PARCS. A positive difference in score indicated that PAMs considered the level of knowledge required to perform a given skill is lower than the level considered appropriate by PARCS. Negative values indicated that higher levels of knowledge are required. An average score was then calculated.
- b The score for this validation was 91%. This meant that overall KWS 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.
- c Where there was disagreement KWS staff felt that PARCS had mostly ranked the knowledge levels slightly higher than was appropriate. This was in Technical, Management, Planning, Legal and Financial/ accounting. KWS staff felt that Policy and Procedures was under valued. Seven questions (out of 64) were considered to be very inaccurate. Those questions which KWS staff felt could have lower knowledge levels were:

Technical

- some knowledge of cultural and historical context for the location of a protected area

Management

- some knowledge of human resources techniques and their application as appropriate (eg job evaluation, salary structuring, training needs)
- some knowledge of obligatory role (attendance) and awareness of activities around protected areas expedient to attend

Planning

- some knowledge of development of research plans for the protected area

Legal

- some knowledge of contract law (for writing contracts to sub-contractors)
- some knowledge of laws related to community development
- some knowledge of the laws of slander and libel

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

- 2.3.5.1 A 'Gap Analysis' was used to compare PAMs and Asst PAMs' 'Knowledge' scores against PARCS' scores. This was designed to give an indication of the difference between PAMs and Asst PAMs' perceived skill levels and skill levels deemed necessary by PARCS. The results are shown in Annex 7 (PARCS 2.3.5). Each of the six sets of histograms, representing the six competencies under 'Knowledge', show the differences in scores between PAMs and Asst PAMs and PARCS. Negative values indicate the PAMs' and Asst 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 Asst PAMs and PARCS as to required knowledge. The greater the difference between PAMs' and Asst 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 3 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 PARCS standard for comparison.

Skill	% PARCS StandardK
Technical Knowledge	47
Management Knowledge	20
Planning Knowledge	33
Legal Knowledge	44
Policies & Procedures knowledge	80
Financial Knowledge	33

Total sample: n=37

(Asst PAMS & PAMS combined n=32)

Policies and Procedures emerges as the competency with the highest percentage. The scores are still relatively high for Technical Knowledge and Legal Knowledge as well. It is perhaps not surprising that Policies and Procedures is an area where PAMs feel they need training, KWS has a major institutional development project underway and new policies have been, and continue to be, introduced and the associated procedures are being developed. Part of any such institutional development should be the inclusion of strategies to keep KWS personnel abreast of new initiatives. The results presented here would suggest that PAMs do not feel that they are sufficiently briefed to perform their jobs.

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

Skill	PAM n=32	FOD n=1	FA n=1
Technical Knowledge	0	35	65
Management Knowledge	0	0	30
Planning Knowledge	0	50	83
Legal Knowledge	11	33	44
Policies & Procedures knowledge	10	30	60
Financial Knowledge	0	67	33

Total sample: n= 37

The above results show that there are significant training needs in the subject areas of Legal and Policies and Procedures.

The above table also includes data from a Field Associate and a FOD ie target validators. It is interesting to look at the differences across the columns. The FOD suggests that training needs are slightly higher than that suggested by PAMs across most subject areas. The Field Associate clearly feels that the training needs are much higher than those perceived by PAMs and the FOD (with the exception of Financial Knowledge).

There is a similar trend when one examines significant training gaps for main divisions of the job as shown in Table 5.

Table 5. Percentage of questions in which an average gap of 2 was identified by main division of the job.

Skill	PAM n=32	FOD n=1	FA n=1
A = Staffing	0	0	17
B = Infrastructure	17	0	50
C = Finance/accounts	0	25	25
D = Tactical plans	0	50	0
E = Laws and Regulations	0	0	80
F = Visitors	0	86	100
G = Interventions	0	60	60
H = Community Conservation	0	38	63
I = Research	17	50	50
J = Public relations	0	14	29
K = Resource conservation	0	50	88

Total sample: n= 37

This table shows that wardens feel there are only two main divisions of the job where they have significant training needs ie Infrastructure and Research. However both the FOD and Field Associate feel that there are training needs across all main divisions of the job. This very different perception is interesting and revealing. Infrastructure construction and research are both traditional areas of park management and the respondents are familiar with these areas and can probably assess their skill levels in these areas well. Other main divisions of the job, such as community conservation, tactical planning and public relations, are newer aspects of the role of the PAM and the results seem to indicate that KWS wardens may not yet be familiar enough with these areas to be confident in how to assess their skill levels.

2.3.5.3 Specific Results

The general results have shown that most of the respondents do not perceive that they have major training needs - although this is not confirmed by the FOD and Field Associate. The data analysis can show where the 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 for at least 10% of the respondents were found are detailed.

a. Technical Knowledge (Wildlife/Tourism)

Training needs (ie scores >0) were identified for 16 out of 17 skills (Column 2, Rows A-K) under Technical Knowledge. The greatest needs (scores ≥ 2) for at least 10% of the respondents 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
- * -- 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
- environmental impact analysis techniques

(* = score of 3)

The above list covers a range spectrum of knowledge skills. With the exception of the last one on the list, all of the others are skills which may be covered in a formal training course (eg at Moi University or Mweka) but which will need to be reinforced within the context that a warden finds himself/herself working. These provide a good example of the kind of knowledge skills which an in-service training programme could be designed to cover.

b. Management Knowledge

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

- knowledge of managing accommodation and catering facilities under protected area jurisdiction
- * -- protected area versus people conflict management
- knowledge of the concept of public relations and methods of dealing with the media

(* = score of 3)

These results confirm that the PAMs recognise that community conservation programmes are important, but that they lack skills to implement such a project. The Community Wildlife Service has a major training programme currently underway. With regards to the management of tourist facilities, most facilities in Kenya are leased to concessionaires and where they are under a warden's supervision these are usually simple and basic. It would be possible to provide wardens sufficient skills to manage these basic facilities to a high standard, through a short in-service course.

c. Planning Knowledge

Training needs (ie scores >0) were identified for all 12 of the skills (Column 4, Rows A-K) under Planning. The greatest needs (scores ≥ 2) for at least 10% of the respondents were identified in:

- * -- patrol planning needs
- * -- techniques in developing long and short-term visitor plans
- * -- job planning related to interventions
- 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 planning is often perceived as a separate activity undertaken by a discrete unit. This was the case in the past in Kenya however, within KWS this is now changing and PAMs are increasingly being delegated with more responsibility and with this a concomitant need to have good planning skills. Where PAMs feel they need training in planning these needs are large. This competency emerges as a major training need for KWS.

d. Legal Knowledge

Training needs (ie scores >0) were identified for all 9 of the skills (Column 5, Rows A-K) under Legal. The greatest needs (scores ≥ 2) for at least 10% of the respondents 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)

This competency emerges as one where PAMs feel that they need to have more knowledge. KWS has recently appointed a legal advisor and is thus building up its capacity in this area. From this work it should be possible to identify which laws and regulations are applicable to PAMs and to run short in-service training courses to familiarise them with these.

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) for at least 10% of the respondents were identified in policies and procedures related to:

- * -- staffing
- * -- infrastructure
- accounting
- national conservation strategy
- 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 and this was the case when the newly formed KWS produced its 5 year development plan. However PAMs in many cases need to be familiar with both policies and procedures to allow them to be effective in the field. The size of the above list, covering all 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 KWS 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) for at least 10% of the respondents 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

(* = score of 3)

With the recent introduction of revenue sharing (now being implemented through the Wildlife Development Fund) wardens are very aware of the need to track any form of benefit sharing with local communities. This will be very important for KWS as it seeks to show that wildlife and protected areas can have a positive impact on neighbouring communities. Under its current development programme KWS has significant funding to allow park wardens to have an operating budget to undertake planned activities. The importance of good financial control is being heavily stressed and from the results it appears some wardens clearly would like further training in this. This need can be met through in-service training in accounting procedures.

2.3.5.4 Biomes

The PARCS project also recorded information on biomes. In Kenya respondents were managing savannah, forest, montane, aquatic and marine protected areas.

2.3.6 Validation Analysis of Social & Mental Skills

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

Validation analyses were also carried out on 'Mental and Social' skills (columns 8-14 of the questionnaire) using the 'Yes' response to questions under each of the seven competencies. 'Yes' responses to questions meant that respondents agreed with PARCS that the skill under question was required for his/her job as a PAM. If the percentage agreement between PARCS and PAMs for 'Yes' responses was > 70% then the 'Mental and Social' skills component of the PARCS job description for PAMs was considered validated.

A score of 86% was recorded indicating that there was an agreement that the mental and social skills described by PARCS were relevant to wardens in Kenya.

2.3.6.2 'No' Response by PAMs and Asst PAMs

The following skills were not considered relevant to KWS by at least 20% of the respondents:

- B 10 - creating adaptive solutions to infrastructural projects
- B 13 - writing specification orders and instructions to a third party
- E 14 - gaining cooperation of wrong doers
- G 12 - giving clear instructions on technical intervention procedures
- I 9 - determining causes of why research programme is not to timetable
- I 10 - identifying opportunities for the application of research
- I 11 - evaluating the results of research and their application
- I 13 - ensuring research reports are comprehensible to lay people
- J 13 - preparing press releases
- J 14 - building up and maintaining network of contacts for information on all important/relevant meetings and events

These results reflect a dichotomy between research and park management which is common in many protected area authorities. In the past research projects have often been carried out by people external to the wildlife authority in Kenya and have not had direct relevance for management objectives. KWS has established a Scientific Services department with the specific

intention of orienting research activities undertaken to the needs of park planning and management. Clearly some wardens do not yet feel that they have a role in accessing and interpreting the information generated from such research projects.

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

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

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 6.

Table 6. Percentage of times a response of 1 or 2 was given for each skill

Skill	Percentage % n=32
Comprehension	18
Problem Analysis	25
Creativity	27
Evaluation	22
Oral	19
Written	31
Working with Others	20

Total sample: n= 37

Written Skills, Creativity and Problem Analysis emerge as the top three skills which PAMs feel they have low skill levels in. For many PAMs the need to have written skills 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 Creativity are related skills and the results here recognise that respondents feel a need to gain skills that allow them to understand the causes of problems, implement proposed solutions and have the skills to evaluate if the response was effective.

2.3.7.2 The data was analysed by main divisions of the job. The results are presented in Table 7.

Research, Interventions, Tactical Planning and Public Relations emerge as the top four main divisions of the job where PAMs feel their mental and social skills could be strengthened.

Despite some respondents feeling that Research skills were not relevant to their job (2.3.6.2) 38% of respondents felt that their mental and social skill levels in research were not adequate. This result could be interpreted as showing that some respondents were becoming aware of the role that research can play at park level management and planning and were aware that they lacked the skills to integrate results into their work. This finding would also correlate with planning and executing Interventions. Tactical Planning also emerges as an area of training needs and this is consistent with the earlier finding (2.3.5.1). Public relations work involves many mental and social skills and is a function which KWS wardens are increasingly have to perform.

Table 7. Percentage of time a response of 1 or 2 was given for each main division of the job.

Skill	Kenya Wildlife Service (KWS) n=32
A	12
B	18
C	19
D	29
E	17
F	21
G	30
H	22
I	38
J	26
K	18

Total sample: n= 37 (Asst PAMs & PAMS combined n=32)

2.3.8 Analysis of Attitudes

2.3.8.1 Aside from possessing technical skills and knowledge, PAMs must develop leadership qualities which encourage subordinates to consider seriously their own roles on protected area management; team building is an important component of a PAMs responsibility. To discover how PAMs tackled the issue of instilling appropriate attitudes towards conservation in their staff, they were asked to indicate what methods they use, or would use to instil:

- a. Work ethics
- b. Commitment to conservation
- c. Healthy attitudes to adjacent communities.

These are shown as competencies 15, 16 and 17 in the questionnaire. This part of the questionnaire required written responses. The PAMs responses were analysed on the basis of their years of experience in protected area management. A list of typical responses from across the whole PARCS project was drawn up and given a reference number (see annex 8). Individual responses were categorised by these number and those given for Kenya are listed below.

a Methods to Instil Work Ethics

- | | |
|--|------|
| A 1 Referring staff regularly to administrative orders or codes of work conduct and behaviour in staff meetings/seminars | n=8 |
| A 2 Showing hard work and dedication through example | n=19 |
| A 3 Ensuring objectives of the organisation are explained to staff | n=3 |
| A 4 Acknowledging good work in others while positively criticising bad work | n=6 |

A 5	Showing tolerance to others' point of view	n=9
A 6	Showing understanding when taking disciplinary measures	n=3
A 7	Providing attentive supervision to staff's work, especially when new responsibilities are given	n=1
A 8	Developing performance appraisal schemes	n=7
A11	Ensure that staff are suitably equipped as regards their training and tools needed to perform efficiently	n=8
A12	Never criticise organisation openly	n=3
b	Methods to Instil Commitment to Conservation	
B 1	Showing dedication to national, regional and local conservation objectives	n=14
B 2	Explaining to staff the value of conservation by conducting regular in-service refresher courses on conservation ethics	n=17
B 3	Demonstrating the importance of conservation to human needs	n=5
B 4	Becoming involved in extension conservation activities, especially school groups/wildlife clubs	n=7
B 8	Providing incentives for conservation staff especially the wardens who are lowly paid for outstanding performance etc so as to motivate them	n=2
B 9	Teaching costs and benefits of conservation	n=2
B11	Providing necessary work tools	n=2
c	Methods to Instil Healthy Attitudes to Adjacent Communities	
C 1	Accepting the validity of community participation in protected area management	n=13
C 2	Listening to and demonstrating willingness to understand community problems	n=9
C 3	Instructing staff on the value of harmonious relations with adjacent communities to the conservation objectives of protected areas	n=6
C 4	Taking an active role in conflict resolution (eg problem animal control)	n=7
C 6	Maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area	n=10
C 7	Seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives	n=12

2.3.8.2 KWS provided a wide array of responses. This demonstrates a good understanding amongst KWS staff of how to inspire positive attitudes in staff under their supervision. Interestingly, but perhaps not surprisingly, the PAMs who had been serving for longer offered many more

suggestions than recent recruits to KWS. See Figure 4. This information could perhaps be used to orientate new recruits to KWS so that they are made aware, and then put into practice, some of these techniques more quickly.

2.3.9 Language Skills of PAMs and Asst PAMs

Table 8: Language Skills of Respondents expressed as percentages

Organisation/Department	n	Y	N	B
KWS	32	75	13	13

Total sample: n= 37

The ability to communicate effectively with community leaders is seen by PARCS as an important asset for PAMs to have. Over 75% of the respondents spoke a language understood by adjacent communities. This high figure most likely reflects the fact that Kiswahili serves as a lingua franca for Kenya - it may not reflect accurately whether wardens are able to speak the primary language spoken by local communities but it does at least show that communication can be established. The 'no' response of 13% probably reflects PAMs who have responded with reference to the vernacular language of local communities.

2.3.10 Computer Skills

Table 11: Respondents computer use and skills

Organisation/Department	n	Y	N	B	WP	AC	DA
KWS	32	9	78	13	*		*

Total sample: n= 37

A large percentage of KWS staff were not familiar with using a computer. Where computers are used these are mainly for word processing and data analysis.

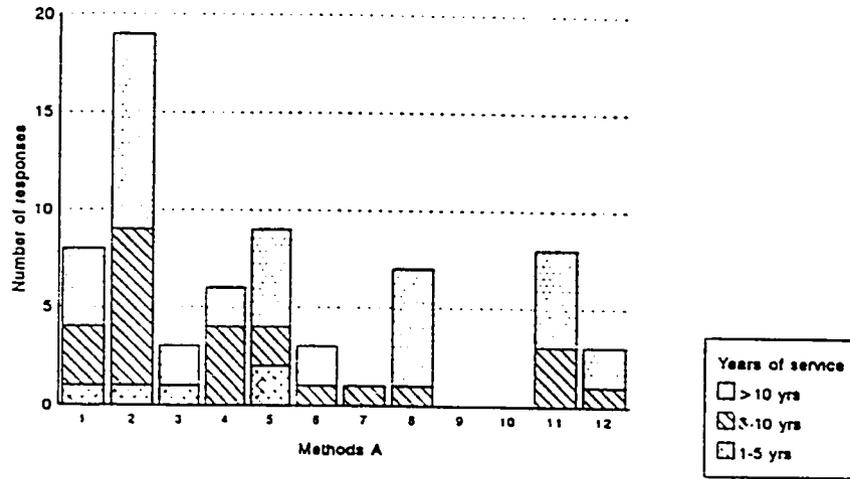
2.3.11 Training Needs Identified by Respondents

Respondents were asked to identify their three greatest training needs.

2.3.11.1 This table shows that the main competency where PAMs cited training needs were:

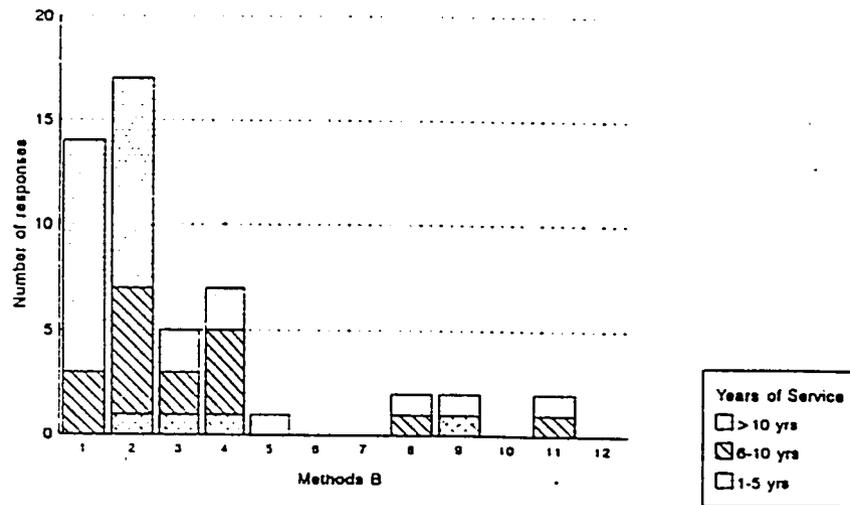
- Planning
- Technical knowledge (biased strongly by community conservation)
- Management
- Policies and Procedures

2.3.8a PAMs Methods To Instill Ethics Kenya Wildlife Service (KWS)



31 Total Sample:n= 37 (Ass PAMs & PAMs:n=32)

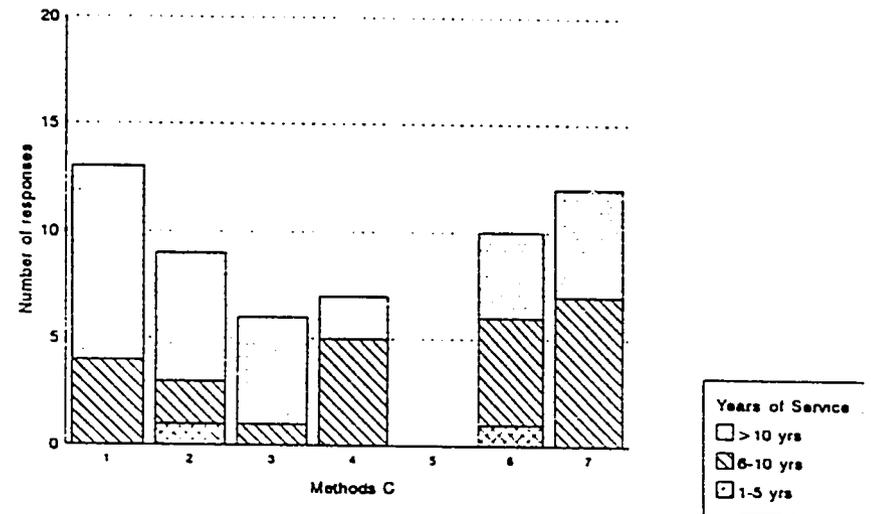
2.3.8b PAMs Methods To Instill Commitment to Conservation Kenya Wildlife Service



Total Sample:n=37 (Ass PAMs & PAMs:n=32)

Figure 4:

2.3.8c PAMs Methods To Instill Healthy Attitudes to Adjacent Communities Kenya Wildlife Service



Total Sample:n=37 (Ass PAMs & PAMs:n=32)

Table 10: Training Priorities Identified by Respondents (PARCS No. 2.3.11) - KWS

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank		1	6	3		1												11
A			3	2		3												8
B		2	3		2	1												8
C	1			2		2	2											7
D				8														8
E					4													4
F		4	3	4	2	4												17
G	3	1	2															6
H		13	2	6	2	7	1											31
I		2		2		1												5
J		1	5		2	4												12
K	2	2	1	6			3											14
Totals	6	26	25	33	12	23	6											131

Total sample: n=37

Asst PAMs & PAMs combined: n=32

This finding is consistent with the results of the 'gap analysis' where Policies and Procedures and Technical Knowledge emerged as competencies needing further training. However, what is interesting is the citing of Planning and Management as necessary skills. This confirms the perceptions of the FOD and particularly of the Field Associate (2.3.5.1) that these skills are needed. The fact that this did not emerge in the 'gap analysis' as a major training need indicates that PAMs feel they already have some skills in this area and only have small training needs. One reason that the two skills are listed so prominently could be as a result of the focus within KWS on improving planning and management systems. The Director of KWS is on record as saying "I consider the most difficult challenges to be in the area of management. Administrative procedures are essential but these must be designed to maximise efficiency and not simply strangle opportunities for progress".

It is interesting to note that no respondents perceived that they needed training in any mental or social skill, despite quite large needs being shown by the 'gap analysis'. Perhaps PAMs are not aware that training can be given in these skills. Any in-service training programme could take account of the main needs eg problem analysis and incorporate learning such skills into the design of courses.

2.3.11.2 The main divisions of the job cited were:

- Community conservation (H)
- Visitor services (F)
- Resource conservation (K)
- Public relations (J)

One of the main philosophies of KWS is that it is a service organisation and must serve its clients well. The above list reflects a recognition of this, and acknowledges the changing role of a warden by citing community conservation, visitor services and public relations as the main divisions of the job where wardens would like further training. An additional interpretation of this result is that these three main divisions of the job are also those that wardens confront on a daily basis and need to make decisions on, often without recourse to headquarters. However, wardens continue to recognise the need to be conversant and up-to-date with resource conservation, which after all is the primary purpose for the establishment of the protected areas under their care.

2.3.12 Training Received

2.3.12.1 At the bottom of each competency column in the questionnaire (ie Row L) respondents were asked to indicate which type of training had contributed most to the current level of knowledge of skills in that competency. It was suggested that the categories should include:

- Formal wildlife at a training institution
- Other formal training at an institution
- In-service (training arranged by own organisation)
- On-the-job
- Other (eg. seminars/workshops)

Table 11: 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=37

Asst PAMs & PAMs combined: n=32

KWS staff have received training in several ways. The only real gaps in the above table is that in-service training has not contributed to the development of mental and social skills or to instilling certain attitudes.

2.3.12.2 Years since Formal Wildlife Training Received (Table 12)

Years	n	Percentage %
0-2	1	3%
3-5	3	9%
6-10	6	19%
> 10	11	34%
'no date'	2	6%

Most formal training was received over 10 years ago. This correlates with 2.3.3 where it was found that most PAMs had been in the service for over 10 years.

2.3.12.3 Formal Training Received that is Relevant to Job of PAM (Table 13)

Type of training	Institute of training
BSc in Wildlife Management	Nairobi University - Kenya
Diploma in Wildlife Management	Egerton University - Kenya Mweka Wildlife College - Tanzania
Participatory Rural Approach short course	Egerton University - Kenya
Diploma in Animal Science	Egerton University - Kenya
Diploma & Certificate in Public Administration	Kenya Institute of Administration - Kenya Government Training Institute - Kenya
Paramilitary training	Armed Forces Training School - Kenya General Unit Service Training School - Kenya Kenya Police Training School - Kenya National Fisheries & Wildlife Training Institute - Kenya Administration Police College
Training in Law and investigations	Kenya Police Training School - Kenya
Unspecified wildlife training	National Fisheries & Wildlife Training Institute - Kenya
Administrative procedures	Administration Police College - Kenya
Certificate in Wildlife Management	Mweka Wildlife College - Tanzania
Master of Science	Unspecified - United Kingdom

2.3.12.4 Training which has Contributed Most to PAMs & Asst PAMs Skills Levels, across Competencies

It is expected that with increased job experience, PAMs perceptions of various types of training and how they contribute to skill development are likely to change. This is reflected in Figure 5 (PARCS no 2.3.12.g)

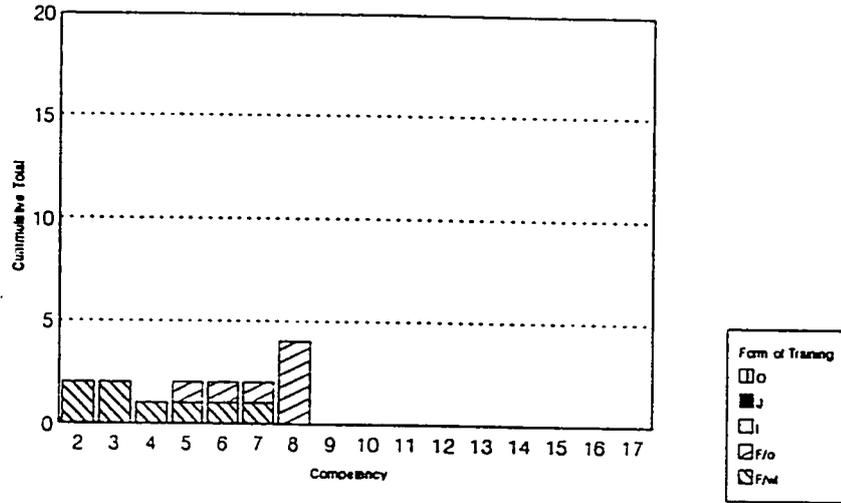
Not surprisingly new recruits entering KWS with a formal qualification/s find that this contributes most to their skill levels across all competencies. PAMs who have been serving for 6- 10 years find that the skills they have learned through on-the-job training are the most important for the role of a PAM. This is particularly true for mental and social skills (8-14) but significant for technical knowledge (2-7) as well.

In many cases it might be possible to structure on-the-job training into an in-service training programme using experienced PAMs to act as mentors to younger staff members. PAMs could receive training in how to under take in-service courses at field level. This kind of approach would allow one of KWS' main resources - experienced field wardens - to feed into, and reinforce, the institutional memory of the organisation.

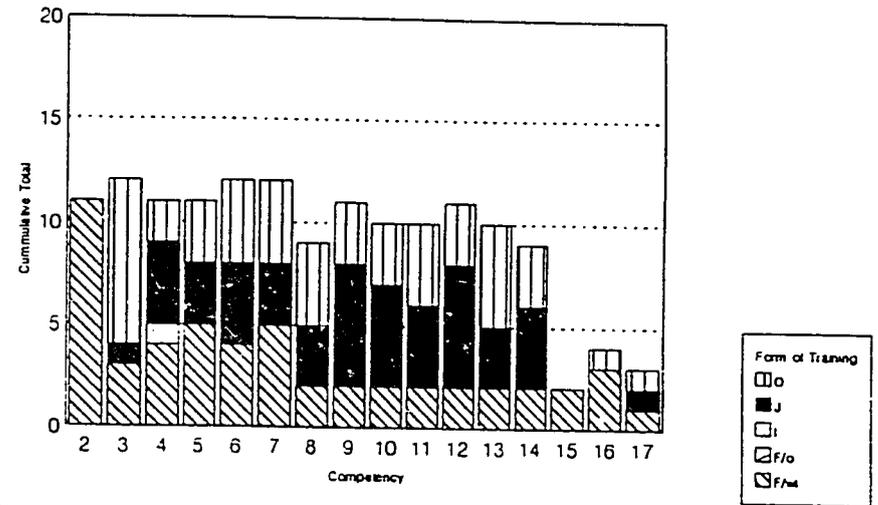
The pattern of most useful training for the long-term employees, who have presumably risen to senior positions, is somewhat different. Although on-the-job training is still important, formal wildlife training becomes important again as well as other types of training eg the attendance at seminars, workshops or short courses.

This finding has implications for the need for refresher courses - PAMs are having to draw upon formal wildlife knowledge learnt many years ago. Perhaps an in-service training programme could meet this need?

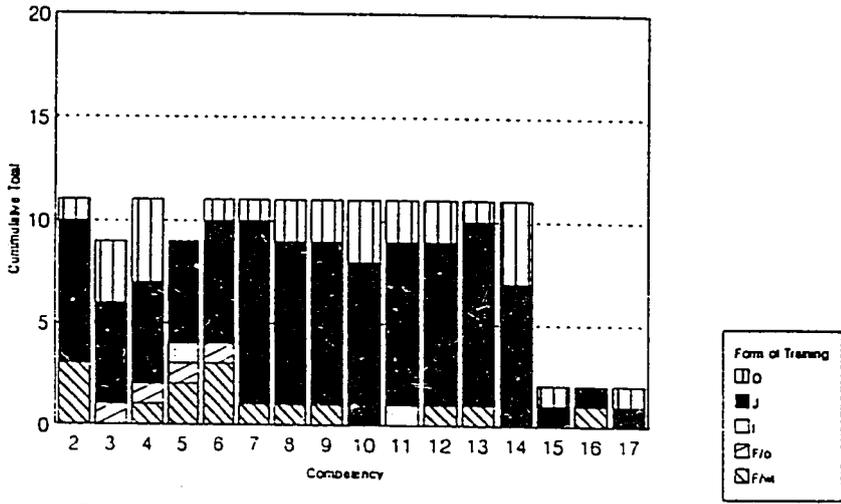
2.3.12.g.1 PAMs training that has contributed most: n=1-5
Kenya Wildlife Service (KWS)



2.3.12.g.3 PAMs training that has contributed most: n > 10
Kenya Wildlife Service (KWS)



36 2.3.12.g.2 PAMs training that has contributed most: n=6-10
Kenya Wildlife Service (KWS)



2.3.12.g.4 PAMs training that has contributed most: n > 10 and training received in last 5 yrs
Kenya Wildlife Service (KWS)

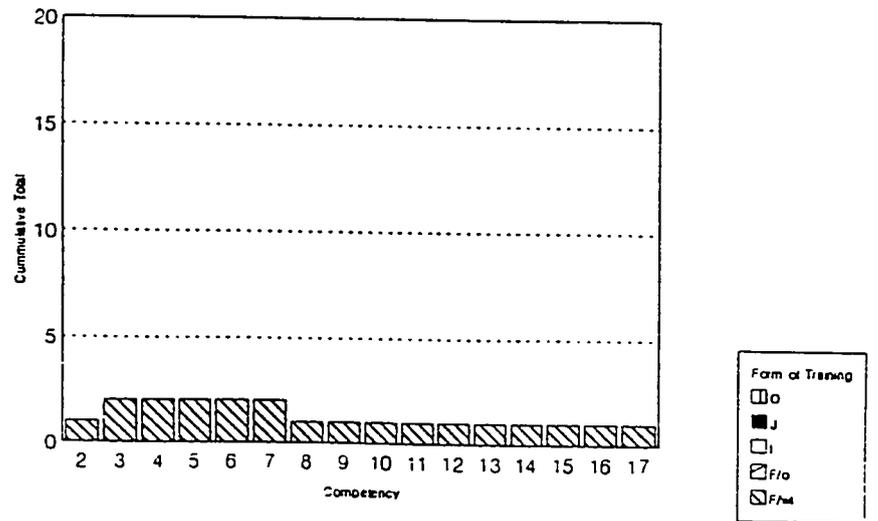


Figure 5: PAMs training that has contributed most - KWS

SECTION 3

TRAINING OPPORTUNITIES ASSESSMENT

- 3.1 An assessment was made of training opportunities in Kenya and the findings are presented in Table 14. Kenya has an extensive spectrum of relevant training opportunities, particularly in the traditional area of formal wildlife training and newer areas such as management, planning and community conservation methodology.
- 3.2 As can be seen from Table 14 Kenya is fortunate in having university courses in zoology and botany, forestry, biology of conservation, range management and wildlife management. The most relevant undergraduate degree to the job of a PAM is the four year BSc course in wildlife management run by the Wildlife Management Department at Moi University. It has been in existence for eight years. The Head of the Department is very concerned to make the course a relevant training opportunity for its students and for ensuring that graduates are well prepared for jobs in the wildlife sector. To date 216 students have graduated. In June 1990 the department reviewed its existing curriculum (Garton et al 1990) and introduced a new two year MPhil course. The department also has PhD students (many of whom are lecturers within the department).
- 3.3 As part of the opportunities assessment teaching staff at Moi University completed questionnaires to indicate the level of skills taught on the BSc course in Wildlife Management. Moi University trainers validated the PARCS questionnaire with scores of 91% for knowledge skills and 97% for mental and social skills. Moi University staff feel that the training priorities they need to focus on in the BSc course are Technical Knowledge and Planning Knowledge competencies; Community Conservation and Resource conservation were the two main divisions of the job. The main knowledge areas where graduates would need additional training after leaving university to work as a PAM are in:
- planning
 - policies and procedures
 - legal
 - financial
- 3.4 Staff from the Department of Wildlife Management at Moi University have been collaborating closely with the KWS Training Unit to look at ways that their expertise might be used not only in formal training but also in the development of the KWS in-service training programme.
- 3.5 There are several initiatives underway in Kenya developing in service training courses within the natural resource sector which are not detailed in Table 14 but which could be useful as models to the overall PARCS project. This is particularly in the forestry sector (MENR/FINNIDA 1992, KIFCON 1992, KIFCON 1993) and agroforestry (Muturi 1992).

PARCS TRAINING OPPORTUNITIES IN KENYA

Table 14:

Institutions contacted	Course title	Course duration		Able to design tailor made courses	no suitable course offered	responded to enquiries
		short	long			
Kenya Institute of Administration	Management of Public Enterprise seminar	2 weeks	-	-	-	yes
	Senior Management Seminar	4 weeks	-	-	-	yes
	Administrative Officers Induction Course	4 weeks	-	-	-	yes
	Advanced Public Administration Course	-	5 months	-	-	yes
	Policy Analysis Seminar	2 weeks	-	-	-	yes
	Effective Management Communication Course	3 weeks	-	-	-	yes
	Negotiation Skills Seminar	1 week	-	-	-	yes
	Financial Management for Non-Accountants Seminar	2 weeks	-	-	-	yes
	Project Development and Management Course	9 weeks	-	-	-	yes
	Management Information Systems Seminar	3 weeks	-	-	-	yes
	Training of Trainers Needs Analysis & Impact Evaluation Workshop	5 days	-	-	-	yes
Training of Trainers-Training Policy & Management Seminar	1 week	-	-	-	yes	
United Nations Environment Programme	Environmental Management Seminars	4 weeks	-	-	-	yes
Kenya Utalii College	Hotel Management	-	4 years	yes	-	yes
	Tour Guide	-	2 years	-	-	yes
	Travel Operations	-	2 years	-	-	yes
	Front Office Operations	-	2 years	-	-	yes
	Food Production	-	2 years	-	-	yes
	House Keeping and Laundry	-	2 years	-	-	yes
	Food and beverage Service and Sales	-	2 years	-	-	yes
	Food and Beverage Service and cakes, advanced	-	1 year	-	-	yes
	Financial Management	-	1 year	-	-	yes
	Marketing and Advertising	-	-	yes 1-2 wks	-	yes
Strategic Planning and Management	-	-	yes 1-2 wks	-	yes	
Egerton University	BSc in Natural Resource (wildlife, range management & forestry)	-	4 years	yes	-	yes
UN Population Studies & Research Institute	Interface between population variables, policies & program issues	? short	-	-	-	yes
The British Council	Business Communication Skills	4-10 weeks	-	-	-	yes
	Report Writing for Managers	4-10 weeks	-	-	-	yes
	Effective Oral Presentation Skills	4-10 weeks	-	-	-	yes
	Handling Meetings and Negotiations	4-10 weeks	-	-	-	yes
	Better Letter and Memos	4-10 weeks	-	-	-	yes
	Effective Telephone Communication	4-10 weeks	-	-	-	yes
Pearl Marwick Consultants Ltd	Effective Communications with Customers	4-10 weeks	-	-	-	yes
	Micro-computer Training Courses	1-5 days	-	-	-	yes
	Financial Man., Accounting, Leadership, Tech., Writing & Communication	1-5 days	-	-	-	yes
	Human Resources	1-5 days	-	-	-	yes
	Information Technology	1-5 days	-	-	-	yes
African Centre for Technological Studies	Personnel Training	1-5 days	-	-	-	yes
	Desk Top Publishing, Info. Management, Tech. Editing, proof reading	3 months	-	-	-	yes
Survey of Kenya						yes
Armed Forces Training College					✓	yes
CID Training Institute					✓	yes
Administrative Police Training College					✓	yes
Kenya School of Law					✓	yes
					✓	yes

PARCS TRAINING OPPORTUNITIES IN KENYA

Institutions contacted	Course title	Course duration		able to design tailor made courses	no suitable course offered	responded to enquiries
		short	long			
Tack Training International	Strategic Planning	3 days	-	-	-	yes
	Management Skill Development	3 days	-	-	-	yes
	Leadership in Management	3 days	-	-	-	yes
	Making Teams Work	3 days	-	-	-	yes
	Project Management	3 days	-	-	-	yes
	Introduction to Finance	5 days	-	-	-	yes
	Effective Communication	3 days	-	-	-	yes
	Effective Writing	2 days	-	-	-	yes
	Introduction to Microcomputers and Lotus 1-2-3	5 half days	-	-	-	yes
	Information Technology Seminars	5 half days	-	-	-	yes
	Effective Supervision and Management	2 days	-	-	-	yes
	Problem Solving and Decision Making	3 days	-	-	-	yes
	Total Quality Management	3 days	-	-	-	yes
	Budgetary Control	2 days	-	-	-	yes
	Essential Financial Management	3 days	-	-	-	yes
	Effective Communication	3 days	-	-	-	yes
	Profitable Time Management	3 days	-	-	-	yes
	Microcomputer courses: Lotus/MsDOS/DB/wordstar/processing	2 days	-	-	-	yes
Tourism Courses: Tour Management	5 half days	-	-	-	yes	
Jomo Kenyatta University	BSc in Agricultural Sciences	5 days	-	-	-	yes
University of Nairobi - Chiromo Campus	BSc in Zoology & Botany	-	4 years	-	✓	yes
Kenyatta University	BSc in Education	-	4 years	-	-	no
Moi University	BSc in Wildlife & Forestry	-	4 years	-	-	no
UON College of Educ. & External Studies	BSc/BA in Education	-	4 years	-	-	no
UON Faculty of Agriculture	BSc in Agriculture	-	4 years	-	-	no
UON Faculty of Veterinary Medicine	BSc in Veterinary Medicine	-	4 years	-	-	no
UON Dept of Range Management	BSc in Range Management	-	5 years	-	-	no
United States International University		-	4 years	-	-	no
Kenya Polytechnic	Diploma in Environmental Studies	-	-	-	-	no
Strathmore College		-	2 years	-	-	no
Dept of Resource Survey & Remote Sensing		-	-	-	-	no
Kenya Institute of Management		-	-	-	-	no
Kenya Institute of Mass Communication		-	-	-	-	no
Reg. Center for Survey, Mapping & Remote Sensing		-	-	-	-	no
Deloitte & Touche International		-	-	-	-	no
DT Dobie Garage		-	-	-	-	no
Tovota Kenya Training School		-	-	-	-	no

SECTION 4

DISCUSSION and RECOMMENDATIONS

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

Over the past year KWS has developed job descriptions for many of its positions (see Annex 5). These have been developed as part of a training needs assessment of the whole organisation under the PAWS project. At present there is a clear definition of the role and responsibilities of a warden within KWS and these are recognised. However, with the increased focus on devolving responsibility to park level, it may take a bit of time for PAMs to feel fully conversant with their role and comfortable within it.

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

At present KWS enjoys adequate legal and financial support to meet its operational goals. The main area of constraint is the existing skill levels of staff to meet the challenges of an increasingly demanding work environment. This is particularly at the senior and middle-management level. Training is seen as the main vehicle for building KWS' long-term institutional capacity as demonstrated by the inclusion of a major training programme within the PAWS project.

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

The results in 2.3.5 show that PAMs within KWS do have training needs. Interestingly KWS wardens perceive that they do not have large gaps but they recognise the need to gain skills in areas like planning and management and community conservation. This is consistent with the current emphasis within KWS. Senior management personnel and field associates working within agencies collaborating with KWS (through the PAWS project) concur with the need for training in planning, management and community conservation. However they also have an expectancy that skill levels in other areas, such as resource conservation and visitor services, need to be higher and do not substantiate the wardens' perceptions of their own skill levels. This finding, which is common throughout the PARCS project, is important. It has implications for who is involved in the design of training courses, and also to the level at which courses should be targeted, and the depth/detailed required.

When looking at mental and social skills, problem analysis, creativity and written skills emerge as needing strengthening - although none of these were listed as training priorities by PAMs. When asked to list methods of instilling work ethics, commitment to conservation and healthy attitudes to local communities, KWS wardens listed a very broad spectrum of strategies.

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

KWS wardens have received formal training, in-service training and on-the-job training. The formal wildlife training includes diplomas from the College of African Wildlife Management at Mweka, Tanzania, Egerton University, and degrees from the University of Nairobi and Moi University. Other formal training includes diplomas and certificates from other institutions such as the Kenya Institute of Administration. Very little in-service training had been received in the past (although this has increased since the data for this survey was collected). For experienced wardens, on-the-job training emerged as the most useful for gaining skills in many areas. The importance of on-the-job training should not be underestimated but it does have the disadvantage of being ad hoc, and the training given is only as good as the skills of a PAM's colleagues. In this way it can be limiting and lead to mediocrity and an inappropriate context within which to be truly critical of one's own skill levels.

2.4.5 Assessment of Field Operations Directors

A FCD when interviewed confirmed the broad scope of the job of a PAM as outlined in the questionnaire. He mentioned in the past that human management had focused on discipline rather than human resource development and that the latter was an important new area for KWS wardens and one to which they needed increased exposure. He confirmed that it was important to understand the global context of conservation in order to put wildlife management in Kenya into a proper perspective and he felt that attendance and participation at meetings which developed those skills was important. He also stressed the importance of gaining planning skills and the ability to work systematically on job requirements. In-service training was perceived to be important provided it was continuous and that it should contribute to promotion but be linked to performance too.

4.6 What further training is required?

The biggest gaps recorded by PAMs between self-evaluated skills and those required for the job are in the areas of policy and procedures, technical knowledge and legal knowledge. However when asked to list their training priorities KWS wardens cited community conservation, planning, management and public relations.

These differences have implications for planning future training. Should KWS first address the skills PAMs feel are priorities? In this particular case these needs are also the priorities that were identified by KWS senior management when developing the five year policy and development programme. In the method used in this study (ie mailing out the questionnaire with no post-questionnaire discussion) it is impossible to isolate whether PAMs listed the same priorities because they are familiar with the thinking contained in the 'zebra book' or because they perceived these as needs for their changing job roles. Although planning, management and community conservation did not emerge from the 'gap analysis' as having significant training needs, small gaps were identified. Perhaps this inconsistency can be explained by the fact that wardens have not had enough experience in these areas to judge their skill level as consistently as in other competencies and main divisions of the job.

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

No other country surveyed under the PARCS project had such an extensive ongoing training programme as the one currently underway within KWS. The training programme in place under the PAWS project, offers sufficient scope and opportunity to meet KWS's immediate training needs. The recent acquisition of the Naivasha Training Institute complex will greatly enhance the potential for establishing a long-term in-service training programme for all sectors of KWS staff.

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

The training opportunities assessment undertaken for PARCS in Kenya has shown that there are many resources available to KWS within the country. The KWS personnel responsible for planning the training programmes for staff are aware of these opportunities.

4.9 What sort of training should be recommended?

The findings of this PARCS survey are consistent with the training needs perceived by KWS - and are perhaps useful in that they provide perspectives from the wardens themselves, and add to the data information which KWS is collecting as a basis for monitoring its training programme. In early 1994 KWS will undertake a training needs assessment for the whole organisation. The results of the PARCS assessment will be available to the KWS staff and the consultants who will be involved. The results which might specifically be of use are the findings on skill levels in the mental and social skills. KWS training staff could work consciously to include methods of gaining these skills into in-service training courses. The other finding of the

relative importance of on-the-job training as a method for skill transfer. Focus could be put into making this a more structured approach, perhaps with mentoring programmes developed at park level for new recruits. This would draw upon the considerable body of expertise in certain skills within KWS and contribute to enhancing institutional memory in these sectors.

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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
<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 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).

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 P9:

determining true causes of visitor dissatisfaction & behaviour

Y N

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.



**Biodiversity
Support
Program**

Main Divisions of the Job	I. Accountability and Responsibilities	KNOWLEDGE	
		2. Technical (Wildlife/Tourism)	
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 		
B Ensure appropriate Infrastructure within budget	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair, rehabilitation and construction Recommending additional facilities 	Working knowledge of infrastructure, construction, sitings, materials, etc.	<input type="checkbox"/> <input type="checkbox"/> 1
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 		
D Ensure development and achievement of factual plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <input type="checkbox"/> <input type="checkbox"/> 2 In-depth knowledge of techniques of anti-poaching <input type="checkbox"/> <input type="checkbox"/> 3	
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained 	In depth knowledge of visitors' expectations <input type="checkbox"/> <input type="checkbox"/> 4 In-depth knowledge of protected area infrastructure techniques, site design and analysis <input type="checkbox"/> <input type="checkbox"/> 5 In depth knowledge of interaction between tourist and local areas <input type="checkbox"/> <input type="checkbox"/> 6	
G Ensure agreed Intervention (eg. early burning, problem animal control) programmes are completed to budget and timetables	<ul style="list-style-type: none"> 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 <input type="checkbox"/> <input type="checkbox"/> 7	
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> 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 <input type="checkbox"/> <input type="checkbox"/> 8 Some knowledge of cultural and historical context for the location of protected area <input type="checkbox"/> <input type="checkbox"/> 9	
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	Working knowledge of research methodologies <input type="checkbox"/> <input type="checkbox"/> 10 Working knowledge of the role of research in meeting conservation objectives <input type="checkbox"/> <input type="checkbox"/> 11	
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> 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 <input type="checkbox"/> <input type="checkbox"/> 12 In depth knowledge of the context of the protected area in the regional/national/global arena <input type="checkbox"/> <input type="checkbox"/> 13	
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> 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 <input type="checkbox"/> <input type="checkbox"/> 14 In-depth knowledge of types, locations, trends and requirements of threatened and endemic fauna and flora and the key species of the ecosystem <input type="checkbox"/> <input type="checkbox"/> 15 Working knowledge of environmental impact analysis techniques <input type="checkbox"/> <input type="checkbox"/> 16 Working knowledge of surveys and monitoring techniques (field data collection/analysis) <input type="checkbox"/> <input type="checkbox"/> 17	
L Training received			

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

Main Divisions of the Job	I. Accountability and Responsibilities	MENTAL SKILLS	
		8. Comprehension	9. Problem Analysis
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 	Recognising staff potential advancement Y N <input type="checkbox"/> ↓ 1	Determining causes of poor performance and behaviour Y N <input type="checkbox"/> ↓ 3
B Ensure availability of appropriate infrastructure (within budget)	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair and rehabilitation and construction Recommending additional facilities 	Spotting malpractices and potential hazards Y N <input type="checkbox"/> 2	Determining causes of specific and trends on equipment and infrastructure failures Y N <input type="checkbox"/> 14
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 3	Determining causes of figures not reflecting the true situation Y N <input type="checkbox"/> 15
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 4	Determining true causes of failure to achieve plan and budget Y N <input type="checkbox"/> 16
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 5	Determining true causes of incidences and trends in incidences Y N <input type="checkbox"/> 17
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 6	Determining true causes of visitor dissatisfaction and behaviour Y N <input type="checkbox"/> 18
G Ensure agreed intervention programmes are completed to budget and timetables	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 7	Determining causes of deviation from intended results of interventions Y N <input type="checkbox"/> 19
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> 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 	Understanding the significance of statistical, physical, written and oral information relating to community-protected area links Y N <input type="checkbox"/> 8	Understanding underlying causes of conflict both in the long and short term Y N <input type="checkbox"/> 20
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 9	Determining causes of why research programme is not in timetable Y N <input type="checkbox"/> 21
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 10	Determining the causes of adverse comments in press Y N <input type="checkbox"/> 22
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> 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 <input type="checkbox"/> 11 Recognising and understanding the implications of potential environmental impacts of different activities Y N <input type="checkbox"/> 12	Identifying and determining the causes of conflicts between protected area resource conservation and use Y N <input type="checkbox"/> 23
L Training received			

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

Main Divisions of the Job	I. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17. Community Attitudes
A. Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area 			
H. Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	<p>Must have an open mind to research findings</p> <p>Must support role of research as a component of protected area management</p>		
J. Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> 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 	<p>Honesty, Integrity</p> <p>Must make clear when representing the protected area or a personal view</p> <p>Must never criticize the organisation openly</p>	Demonstrated as absolute	Demonstrated as absolute
K. Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> 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				

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?

BEST AVAILABLE DOCUMENT

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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KENYA

PROTECTED AREAS AND WILDLIFE SERVICES PROJECT

Training

Background

1. For more than a decade a little or almost no attention appears to have been paid to training on an organized, formal basis. Many courses that were held provided, with a few notable exceptions, a low level of training and were not organized as part of a properly coordinated program. The net result is that currently in KWS there is a serious shortage of staff with specialized organizational, supervisory and management skills at middle and senior levels. Steps have, however, recently been taken by KWS to remedy the situation by appointing training staff and by initiating some ad hoc training programs. Accordingly, an expanded training program for all levels of staff has been designed under the proposed project. In the initial project implementation stages priority will be given to the training of middle and senior management levels. At the same time training for staff in the lower job groups will also be expanded and upgraded.
2. The excessively large numbers of low calibre staff and unfocussed training programs have had a number of negative results which include a: (a) lack of skills in staff at all levels; (b) failure to attract staff of high quality with a potential to acquire skills; (c) failure to retain high quality and skilled staff. The management of KWS considers training to be of vital importance and attaches high priority to it.

Recent Training Efforts

3. As stated above, little or no training has been given in management skills and wildlife research. "One-off" courses have been and are being mounted. A course for Rangers in how to communicate with the public was recently held at the Elsa Trust Centre, a NGO near Naivasha.

Proposed Training Strategy

4. The broad training objectives and the proposed strategy are summarized in the KWS "Policy Framework and Development Program 1991-1996". This program recognizes that an intensive training program is required to enable the organization to be transformed as an effective commercially oriented wildlife management entity. The first priority is, therefore, to provide training to support the reorganization and introduce new management systems, working methods and attitudes. Another important element of the strategy is for KWS to develop an in-house capacity to conduct specialized training for its staff on a regular basis. Finally, in planning programs and courses it will first of all be necessary to assess the particular training needs of: (i) KWS as a whole; (ii) individual trainees and groups of trainees; (iii) areas where the training is targeted; (iv) groups at which the training is targeted; i.e. a detailed training needs assessment exercise should be undertaken at the start of the project.
5. Taking the above into consideration the KWS training strategy should include the following main elements:

- (a) Interim training programs. This would cover areas where there is a need for urgent action to help staff cope with an increasingly demanding work environment: (i) informing and reorienting staff about the aims and objectives of KWS and of areas in which KWS intends to be radically different from the WCMD; (ii) Up-grading middle and senior staff in level management skills; (iii) re-training lower level staff in essential basic technical skills; (iv) community wildlife training in support of the new Community Wildlife Service; (v) training of trainers courses to build up a corps of competent trainers within KWS (this will include training in specialized subject matter).
- (b) Long-term programs would focus on developing the skills and disciplines required to sustain the objectives of KWS both during the project and after project life.
- (c) The establishment of a strong Training Unit at Headquarters, which would be headed by a Training Coordinator and who would have under him a team of trainers trained in: (i) teaching methods; (ii) certain specialized subjects relevant to the needs of KWS.
- (d) Formal degree (first and higher) and diploma training at recognized universities and institutes and in-formal training at Naivasha and KWS education and training centers in the field.

Training Needs Assessment and Evaluation

6. KWS must attach high priority to initiating a training needs assessment, so that training impact can be regularly evaluated against baseline features. At the present KWS does not have the capacity to undertake this task internally. It is, therefore, strongly recommended that financial and technical support be provided for this purpose, prior to the start of the project. Since the numbers of persons trained is of little importance as a statistic, as a first step the training needs should be assessed by: (a) assessing trainees' jobs i.e. the information (knowledge) and skills which different individuals and categories of staff require in order to efficiently carry out their duties; (b) assessing trainees i.e. the knowledge (of information) and practical ability (skills) which different individuals and categories of staff presently possess.

Organization of Training and Facilities

- 7. The proposed organization of training will include the following main features:
 - (a) To ensure that training is well coordinated and integrated there must be, within KWS, a structure and staff with authority and responsibility for all training matters. Thus, KWS will establish a Training Unit which will be headed by a Training Coordinator (TC) whose job description is given in Annex 1. The TC will be based within the Unit but at the Naivasha Wildlife Training Institute, there will be five Specialist Trainers (ST). The ST's will be selected from existing KWS staff who have demonstrated an aptitude for training, but who need not necessarily have received training in teaching methods. A priority activity to be undertaken, prior to project start up, will be that ST's attend a short (3 months) course in technical teaching methods at a recognized institution.

- (b) The ST's will teach centrally at Naivasha and also as a mobile team in the field. At Naivasha they will provide in-house training and training for outsiders. Central in-house training at Naivasha will cause less disruption to KWS field work but will be more expensive in terms of transport costs for trainees. As a mobile team ST's will provide in-house and other training at centers in the field (see below). Included here will be basic teaching methods for selected KWS staff. This will cause more disruption to KWS field work (more staff on training at one time) but will not involve high transport costs for trainees. ST's transport and per diem in such cases will be charged to the recipients' budgets.

8. KWS proposes to use a range of training facilities including: (i) Naivasha Wildlife Training Centre; (ii) Ngong Centre; (iii) Field study centers, reserve information centers and visitors' centers; (iv) Manyani for Rangers and the Wildlife Protection Unit; (v) Universities and colleges in Kenya and elsewhere; (vi) Other suitable training institutions in Kenya and elsewhere.

9. Trainers resource will be provided by: (i) KWS--ST's and field staff in basic park management; (ii) NGO's such as Friends of Conservation, Utalii College, National Outdoor Leadership School, The Elsa Trust and Wildlife Clubs of Kenya; (iii) External Specialists from Kenya and elsewhere where in-house expertise is not or may not be available such as marine wildlife, telephone and radio communications, identification of birds, flowers, trees and shrubs, and community development.

Proposed Training Programs

10. A wide range of types of training courses will be developed by KWS an indicative list is given below: (a) Pre-service and in-service; (b) Re-training and refresher; (c) Up-grading and promotion; (d) Induction; (e) Formal (at recognized institutions awarding degrees and diplomas); (f) Informal (no formal qualifications awarded); (g) Graduate and non-graduate.

11. The tentative programs envisaged at this stage, subject to change following a more detailed KWS training needs assessment include the following:

(a) Training of trainers:

- (i) For ST's as a priority activity; suitable 3-month training courses are available in the United Kingdom;
- (ii) For selected Headquarters and field staff in basic training methods; training provided by ST's;

(b) Induction:

- (i) In-house training for all staff recruited to KWS;
- (ii) Rangers—six months at Manyani; course content to include first-aid, gate keeping duties, dealing with visitors, wildlife tasks and bush craft.
- (iii) Senior staff—one to two weeks on KWS policies and objectives rather than specific tasks

- (iv) For all KWS staff--one or two day sessions to brief staff on the aims and objectives of KWS.
- (c) Management and Supervisory Skills Up-grading
- This is especially important for senior management staff at Headquarters who will be assuming positions of responsibility in a parastatal rather than a previously government organization. Topics would include:
- management systems, organizations and structures, supervisory skills and personnel and financial management for senior staff;
 - park management, planning, financial procedures, public relations, educational/visitor services, community conservation and security for senior park staff;
 - business consideration including basic exposure to managing profit oriented ventures;
- (d) Specialized technical training: For all directly involved staff at all levels in a particular functional stream. Training subjects would cover:
- (i) Marine biology and marine park management; undertaken overseas for senior park staff;
 - (ii) Mountain rescue techniques; this could be provided by the National Outdoor Leadership School at Naro Moru;
 - (iii) Community wildlife skills for wardens and assistant wardens; the possibility of using in-country facilities, including eventual in-house training should be investigated;
 - (iv) Ranger and driver/guide training in:
 - codes of conduct in parks and reserves;
 - flora and fauna identification;
 - understanding of wildlife;
 - communicating with the public;
 - procedures for gate staff;
 - supervising construction and repair/ maintenance of buildings and roads, through force account i.e. civil works; all such training must be essentially practical and job oriented and would be mainly in-house training;
 - (v) Planning, finance, computer and secretarial skills; using external assistance for certain topics initially but again aiming to build up an in-house training capacity.
- (e) Research: in-house training for technicians will be provided; progression to M.Sc. and Ph.D. training will depend on capability and motivation.

- (f) Career Growth:
- (i) For staff who are identified for greater responsibilities and/or higher/new posts;
 - (ii) Courses will need to be carefully designed to meet the specific skills needs of individuals and their units;
 - (iii) Length of course will depend on training needed.
 - (iv) Staff originally recruited as diplomates from Egerton College and Mweka College of African Wildlife Management and who have since had a number of years field experience could be sent to appropriate universities for first and higher degree training as steps towards promotion; such 'graduates' are considered to be more valuable than those with first degrees recruited straight from University.
- (g) Community Wildlife: Ideally these would be in-house courses but initially it is likely that external assistance will be required. Existing and new staff will need to be trained. Topics covered will include: (i) wildlife extension; (ii) community organization; (iii) development of community based tourism projects; (iv) wildlife utilization techniques; (v) supervision of wildlife utilization projects.
- (h) Media Training: Chiefly for Wildlife Education and Visitor Services' staff; excellent training facilities exist at the Kenya Institute of Mass Communications; topics will include the use and production of, where appropriate, television, radio, films, videos, slides, newspapers and magazines, leaflets and posters and foreign media; the United Kingdom's ODA have a video production project in the Ministry of Agriculture who may be able to assist with videos.
- (i) Regular Annual Training:
- (i) Once the urgent training programs have been implemented (by end year 3) all staff should have the opportunity to undergo a one to two week refresher/up-grading course each year;
 - (ii) This will be in-house and should be mainly practical and job oriented;
- (j) Training for Outsiders: (i) Using KWS staff and facilities; (ii) For Fisheries, tour operators etc.; (iii) On a cost only basis or as a means of earning revenue.
- (k) Formal Degree Training courses in wildlife and/or relevant biological sciences are available at Universities in Kenya. Where possible, KWS should make use of these in its training program either by recruiting graduates direct from these institutions or by up-grading Egerton and Mweka diplomates who have several years' field experience. Close links should also be established with a view to possibly "tailoring" course content to better suit KWS' staff requirements.

TRAINING COORDINATOR

DUTIES:

The Training Coordinator will be responsible for the identification and coordination of training throughout KWS. Particular duties include:

1. Liaise with other departments and sections concerning training, particularly with the Commandant on armed wing training and with the Principal of the Naivasha Institute on the provision of courses within KWS.
2. Establish and implement procedures for monitoring skills within KWS and for relating these to organizational needs.
3. Identify managers and individuals responsible for initiating training and ensure that these responsibilities are being fulfilled.
4. Review the range of options available for meeting pre-service and in-service training needs including in-house courses, external courses both local and foreign, home study, mentoring and on-the job training. Maintain a strategy for applying this range in the most cost effective manner.
5. Administer KWS overseas and other training not the responsibility of the Principal of the Naivasha Institute.
6. Establish a system for monitoring effectiveness of training instruments and use the resulting information to improve training.
7. Submit periodic reports on the achievements of and expected improvements in training operations.
8. Participate with other Deputy Directors in policy formulation for KWS.
9. Carry out relevant duties as requested by the Director.

KEY RESULT AREAS:

1. With the Technical Assistance planned, complete an initial training needs assessment of KWS within four months.
2. Complete the detailed training program element of the work plan agreed with donors for the remainder of FY 91/92.
3. Identify and allocate staff to all overseas training posts agreed by the Director for the year 1992/93.

QUALIFICATIONS:

1. A degree in one of the applied natural sciences.
2. Extensive experience in personnel and in the management and delivery of training.
3. Experience of working in an organization of at least 1,000 staff.

YEAR	1. Headquarters and Regional Training	2. Officers Training	3. Ranger Training	4. Community Training
I. Mar'93 - Feb'94	<p><u>Taught Masters (FT)</u></p> <ul style="list-style-type: none"> Recruit two candidates (M.Sc. U.Z.) 	<p><u>COBRA Internships</u></p> <ul style="list-style-type: none"> 4 with Kenya NGOs or Govt. agencies (Field coordinators and CDO. 2 with Kenyan game ranchers) <p><u>Short-term course (PRA course, Egerton)</u></p> <ul style="list-style-type: none"> (In Kenya). 1x11 persons (KWS) 1x1 persons (AWF) (Zimbabwe), 1x8 persons technical aspects of wildlife utilization <p><u>Modular Course</u></p> <ul style="list-style-type: none"> Course/curriculum planning consultancy 	<p><u>Workshops/Seminars</u></p> <ul style="list-style-type: none"> Scheduled attendance as appropriate <p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> Two, on technical aspects of Kenya ranches (if WDF projects in place) <p><u>Modular Course for Rangers</u></p> <ul style="list-style-type: none"> Modular course modified for rangers planned 	<p><u>Seminars/Workshops</u></p> <ul style="list-style-type: none"> Continue general evolution of initiated series Design and execution of specific workshops for WDF sites if and when these have come on stream. 4 sets of training workshops related to WDF, one at each focal area
II. Mar'94 - Feb'95	<p><u>Taught Masters (FT)</u></p> <ul style="list-style-type: none"> Enrolment and first year work, 4.2 (2 students) <p><u>M.Phil/D.Phil Research Degrees (PT)</u></p> <ul style="list-style-type: none"> Assessment of efficacy by June '94 <p><u>Study Tours (6.1.1)</u></p> <ul style="list-style-type: none"> 3 tours - TANAPA - CAMPFIRE - TRAINING INSTITUTIONS 	<p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> 2 with Kenyan NGOs or Govt. agencies. 2 with Kenyan Game Ranchers. 2 in Zimbabwe. 6 weeks, on game cropping and processing <p><u>Short-term courses</u></p> <ul style="list-style-type: none"> (In Kenya). 1x10 persons <p><u>Modular Course</u></p> <ul style="list-style-type: none"> 4 modules taught Graduation of first intake (25) 	<p><u>Workshop/Seminars</u></p> <ul style="list-style-type: none"> Scheduled attendance as appropriate <p><u>Modular course for Rangers</u></p> <ul style="list-style-type: none"> Course taught Sept '94 	<p><u>Seminars/Workshops</u></p> <ul style="list-style-type: none"> General Specific to WDF sites

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YEAR	1. Headquarters and Regional Training	2. Officers Training	3. Ranger Training	4. Community Training
III. Mar '95 - Feb '96	<p><u>Taught Masters (FT)</u></p> <ul style="list-style-type: none"> Thesis field work in Kenya for two students Examination and graduation 2 students <p><u>M.Phil/D.Phil Modular Research Degrees</u></p> <ul style="list-style-type: none"> Enrolment of 2 students continues 	<p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> 2 with Kenyan game ranchers <p><u>Short-term courses</u></p> <ul style="list-style-type: none"> In Kenya. 1x10 persons (3 weeks) <p><u>Certificate</u></p> <ul style="list-style-type: none"> Second intake (25) First 6 weeks module 	<p><u>Workshops/Seminars</u></p> <ul style="list-style-type: none"> Scheduled attendance as appropriate <p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> Two at Kenya ranches, WDF project site rangers <p><u>Nyamaluma Ranger Course</u></p> <ul style="list-style-type: none"> (Two x 6 months appointments) 	<p><u>Seminars/Workshops</u></p> <ul style="list-style-type: none"> General Specific to WDF sites
IV. Mar '96 - Feb '97	<p><u>Taught Masters (FT)</u></p> <ul style="list-style-type: none"> Enrolment and first year course week, Moi or U.Z. (6.1.2a) (2 students) <p><u>M.Phil/D.Phil Research Degrees (PT)</u></p> <ul style="list-style-type: none"> Study of 2 students continues 	<p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> 2 with Kenyan Game Ranchers <p><u>Short-term course</u></p> <ul style="list-style-type: none"> In Kenya. 1x10 persons (3 weeks) <p><u>Modular Certificate</u></p> <ul style="list-style-type: none"> Field Research Reports Second Module (6 weeks) Graduation of second intake (25) 	<p><u>Workshops/Seminars</u></p> <ul style="list-style-type: none"> Scheduled attendance as appropriate <p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> Two at Kenya Ranches, WDF project site rangers <p><u>Ranger Training, Manyani</u></p> <ul style="list-style-type: none"> Possible introduction of CWP training at Manyani 	<p><u>Seminars/Workshops</u></p> <ul style="list-style-type: none"> General Specific to WDF sites
V. Mar '97 - Feb '98	<p><u>Taught Masters (FT)</u></p> <ul style="list-style-type: none"> Thesis work in Kenya. Examination and graduation. (2 students) <p><u>M.Phil/D.Phil Research (PT)</u></p> <ul style="list-style-type: none"> Completion of both degree programmes 	<p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> 2 with Kenyan game ranchers <p><u>Short-term Courses</u></p> <ul style="list-style-type: none"> In Kenya. 1x10 persons (3 weeks) <p><u>Modular Certificate</u></p> <ul style="list-style-type: none"> (If satisfactory and budgeted beyond project period. further intake. Otherwise no activity in this category) 	<p><u>Workshops and Seminars</u></p> <ul style="list-style-type: none"> Scheduled attendance as appropriate <p><u>Apprenticeships</u></p> <ul style="list-style-type: none"> Two at Kenya ranches, WDF site rangers <p><u>Training, Manyani</u></p> <ul style="list-style-type: none"> If CWP component introduced in year 4, to be continued 	<p><u>Seminars/Workshops</u></p> <ul style="list-style-type: none"> General Specific to WDF sites

JOB DESCRIPTION [29 June 1993]

JOB TITLE : Assistant Director (Parks and Reserves)

LOCATION : Headquarters

RESPONSIBLE TO : Deputy Director Wildlife Services

RESPONSIBLE FOR : Warden I
Personal Secretary
Cleaner
Driver

OBJECTIVE OF THE JOB: To assist the Wardens based in the Parks and stations to achieve their management and conservation objectives.

DUTIES		SERVICE/PERFORMANCE STANDARD
1	Policy	
	1.1 Assist the DDWS to formulate policy on Park management and problem animal control.	
	1.2 Assist Park Wardens to interpret parks management policy.	
2	Park/Reserve Administration	
	2.1 Handle all the administration issues arising from the parks that require HQ handling; such as staff transfers, final recommendations for staff training.	
	2.2 Receive and handle emergency queries from wardens either by the DDWS.	Regular Warden satisfaction survey to be carried out.
	2.3 Participate in the personnel management of the parks/reserves, including recruitment, promotion, interviews deployment and discipline.	Travel around the Parks at least three weeks per year for recruitment needs.

BEST AVAILABLE DOCUMENT

- 3 Reports
- 3.1 Receive monthly reports from Wardens, read and analyse. Compile a final annual report for management on the performance of the Parks/Reserves. By July and August following the year end or in time for use by other departments such as finance and planning.
- 3.2 Ensure visitors statistics are appropriately maintained.
- 4 Visitor management
- 4.1 Handle issues raised by visitors, such as entry permits to parks and overall security reassurance.
- 5 Wildlife management
- 5.1 Receive information from Park Wardens on population management statistics i.e. animals distribution, mortality rates and give appropriate advice on translocation or culling in consultation with the Chief Veterinary Officer and Deputy Director (Wildlife Services).
- 6 Project management (Park Related)
- 6.1 Assist the Wardens to initiate new projects in the parks/reserves.
- 6.2 Monitor the progress of the parks/reserves.
- 7 Finance monitoring
- 7.1 Ensure that parks and stations related expenditure at HQ is properly controlled by personally checking and approving some expenditure/requisition vouchers.
- 7.2 Ensure revenue from parks is properly recorded and returns from parks made appropriately. All revenue reports by Park accountants should be received monthly for incorporation in HQ monthly reports.

BEST AVAILABLE DOCUMENT

7.3 Review progress against budget and recommend supplementary budgets if necessary.

8 Other duties

8.1 Liaise with the Government and with County Council Reserves on matters relating to wildlife conservation.

8.2 Attend KWS management meetings as required from time to time. Work closely with other KWS managers especially Assistant Director Community Wildlife.

8.3 Prepare responses to parliamentary queries for the parent ministry or as requested by the parent ministry through the Director.

8.4 Assist the DDWS in his duties.

SCOPE AND DIMENSION

Supervisory responsibility

Four staff directly but needs to coordinate the Wardens of 25 parks and 28 stations.

Budgetary responsibility

Same AIE as DDWS.

KEY COMPETENCIES

Professional

Diploma or BSc in Wildlife Management.

Plus additional training in:

- Visitor Management
- Personnel Management
- Project Management
- Financial Management

BEST AVAILABLE DOCUMENT

Experience	At least 10 years experience in Wildlife Management of which at least 5 years should have been spent in a Senior Management position (incharge of Parks or as Senior Warden.
Communication skills	Able to prepare written reports and handle senior parks staff. Meets frequently with Government Officials.
Planning	Must be able to plan work effectively to deal with the high demand made by staff.
Financial management	Should be able to prepare budgets and monitor expenditure against budget.
Decisions	Ability to make decisions regarding park management. Could be required to make complex decisions in the absence of DDWS.

[Filename: ASSDIRPA. JD - DK]

BEST AVAILABLE DOCUMENT

JOB DESCRIPTION (29 June 1993)

JOB TITLE	:	Park Warden
RANK	:	Senior Warden (Category A) Warden I (Category B) Warden II (Category C)
LOCATION	:	National Park or Reserve
RESPONSIBLE TO	:	Deputy Director Wildlife Services
RESPONSIBLE FOR	:	Deputy Park Warden Company Commander Head of Intelligence Park Officers Research Officers Community Wildlife Officers Workshop Manager Chief Artisan Secretary Plant Operators Drivers Accountants
OBJECTIVE OF THE JOB	:	To manage the resources of the park / reserve and to protect wildlife and visitors. To maintain and develop the park/reserve infrastructure. To raise the awareness of communities adjacent to the park/reserve to wildlife conservation and gain their support to KWS objectives.

DUTIES

SERVICE/PERFORMANCE STANDARD

- 1 Kenya Wildlife Service Policy
 - 1.1 Interpret KWS policy at local level for implementation at park/reserve level.
 - 1.2 Co-ordinate KWS policies with relevant organisations e.g. government ministries and NGOs.
 - 1.3 Present and explain such policies at the local level.
- 2 Planning and Development
 - 2.1 Draw up objectives and plans for the management and development of the park/reserve. Follow guidelines timetable prepared by the Planning Unit.
 - 2.2 Devise methods to facilitate visitor diversification.
 - 2.3 Identify and implement environmentally sound development projects in consultation with other relevant organisations.
 - 2.4 Advise KWS headquarters on any environmentally dangerous development projects within the park/reserve and its environs.
 - 2.5 Ensure that all capital development plans are adhered to and monitor and facilitate the progress of capital projects within park e.g. construction of bridges and fences.

- 2.6 Identify areas in the park/reserve to be closed, take action and advise KWS headquarters.
- 3. Park Management
 - 3.1 Ensure that manpower, equipment and workplans are in place to protect wildlife and other resources within the park/reserve.
 - Patrol plans should be drawn and observed. Incidents of poaching should be dealt with in accordance with the Wildlife (Conservation and Management) Act and park regulations.
 - 3.1 Draw up objectives and plans for the management and development of the park/reserve
 - 3.2 Monitor and manage the balance of wildlife species and vegetation in the park/reserve with reference to the carrying capacity of the area.
 - 3.3 Ensure that controls are in place to manage wildlife adjacent to the park/reserve boundaries.
 - Follow the guidelines on the control of wildlife outside parks/reserves.
 - 3.4 Act on reports on dead, sick or injured wildlife.
 - 3.5 Maintain special surveillance of endangered species.
 - 3.6 Co-ordinate and enforce environment impact assessment studies within the parks/ reserves.
- 4. Fire Management
 - 4.1 Ensure that a fire management plan is prepared and reviewed regularly; ensure that fire breaks are in place; and liaise with the Forestry Department when this is called for.
- 5. Research
 - 5.1 Identify and recommend research projects for the area.
 - 5.2 Identify and judge incidents requiring veterinary services.
 - 5.3 Ensure wildlife related research projects are integrated into the plans for the development of the park/reserve.
- 6. Security
 - 6.1 Ensure the Wildlife (Conservation and management) Act and Park/ reserve regulations are observed.
 - 6.2 Organise and co-ordinate anti-poaching and anti-banditry activities.
 - 6.3 Ensure the security of visitors, KWS personnel and assets.
- 7. Education and Interpretation
 - 7.1 Ensure visitors have access to information about the park/reserve.
 - 7.2 Ensure the park has signposts.
 - 7.3 Ensure rangers at the gates are able to communicate effectively with visitors.
 - 7.4 Provide tour guide services to visitors if possible.
 - 7.5 Attend to press and publicity issues.
- 8 Community Wildlife Service

- 8.1 Ensure that KWS is represented at district and other relevant committees where there is no District Community Wildlife Officer.
- 8.2 Ensure that revenue generating projects relevant to adjacent communities are identified and implemented.
- 9 Financial Management and Control
 - 9.1 Prepare annual budgets in consultation with the Accountant.
 - 9.2 Ensure that financial guidelines are adhered to and that budgetary limits are observed.
 - 9.3 Approve vouchers and sign cheques after verifying the validity of underlying transactions.
 - 9.4 Chair meetings of the Tender Board.
 - 9.5 Ensure basic checks are undertaken to verify the completeness of park entry fees and personally undertake these checks at frequent intervals.
 - 9.6 Ensure that revenue is banked intact and promptly.
 - 9.7 Ensure that monthly returns are prepared, reviewed and submitted to the HQ.
 - 9.8 Devise and monitor revenue targets for the park/reserve.
- 10 General and Staff Administration
 - 10.1 Deal with referred cases of discipline or uniformed and non-uniformed staff. Follow the code of discipline guidelines.
 - 10.2 Manage the recruitment of casual staff and advise HQ on the recruitment of other staff.
 - 10.3 Allocate duties to officers with a direct reporting link.
 - 10.4 Ensure maintenance of staff welfare.
 - 10.5 Identify training and promotion needs in liaison with senior officers and the headquarters.
 - 10.6 Review staff establishment and recommend additions and reductions to headquarters.
- 11 Maintenance
 - 11.1 Ensure vehicles, equipment, plant and buildings are maintained in good order.
 - 11.2 Ensure that the park roads and airstrips are in good condition and that road signs are in place.
 - 11.3 Ensure that camp sites, self service bandas, picnic sites and entry gates are maintained.
 - 11.4 Ensure that bridges wildlife barriers and boundaries are well maintained.
- 12 Liaison with Conservationists
 - 12.1 Liaise with outside organisations, as may be necessary, on matters related to wildlife conservation.
- 13 Reports
 - 13.1 Submit annual and quarterly operational, and other reports the Director by the agreed deadlines.
 - 13.2 Submit special reports to the Director to cover non-routine developments.

JOB DESCRIPTION [29 June 1993]

JOB TITLE : Deputy Park Warden

RANK : Warden I (Category A)
Warden II (Category B)
Warden III (Category C)

LOCATION : Park/Reserve

RESPONSIBLE TO : Park Warden

RESPONSIBLE FOR : Park Officers
Senior Sergeants
Sergeants
Corporals
Administrative staff
Auxiliary staff

OBJECTIVE OF THE JOB: To assist the Park Warden to ensure the security and efficient management of the park/reserve, enforcing the provisions of the Wildlife Act.

To supervise and direct the work of KWS staff deployed to the park/reserve.

DUTIES	SERVICE/PERFORMANCE STANDARD
1 Planning and Development	
1.1 Assist the Park Warden to develop the Annual Work Plan, and to monitor performance against the plan.	
1.2 Assist the Park Warden to devise and monitor the implementation of capital development programmes.	
2 Park Management	
2.1 Act in the absence of the Park Warden to ensure the efficient and effective management of the park/reserve.	
2.2 Supervise and direct the work of KWS staff in the park/reserve. Allocate staff to their stations.	
2.3 Enforce the Wildlife Act; ensure security through the deployment of staff to gates and on patrol duties.	

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- 2.4 Ensure the maintenance, cleanliness and tidiness of park/reserve gates, compounds and other facilities. Promote cleanliness and environmentally acceptable disposal of rubbish from commercial operations and communities living within the area for which park/reserve staff are responsible.
- 3 Community Wildlife Services
 - 3.1 Represent the Park Warden at the District Development Committee and other committees where necessary.
 - 3.2 Support the Community Wildlife Officer in the management of community relations.
- 4 General and staff administration
 - 4.1 Acts as Secretary to the Park Tender Board and other park/reserve meetings.
 - 4.2 Coordinate transport arrangements and ensure proper maintenance and efficient allocation of the vehicle fleet (in co-operation with the Workshop Manager).
 - 4.3 Manage the welfare and discipline of all staff in the park/reserve on behalf of the Park Warden.
- 5 Reports
 - 5.1 Compile monthly and quarterly reports, in standard format, for the attention of the Park Warden.

SCOPE AND DIMENSION

Supervisory responsibility

Category A - Over 150 people
 Category B - Over 80 people
 Category C - 25 people

Budgetary responsibility

Nil

KEY COMPETENCIES

Education

Minimum of "O" level education.

Technical skills

Paramilitary training.

Professional knowledge

A minimum of Diploma in Wildlife Management. A diploma or degree in marine biology an advantage for staff posted to marine parks/reserves.

	Supplemented by formal training in project management.
Experience	Preferably a Park Officer of a park/reserve in the same category or a Deputy Park Warden of a lower category park/reserve.
Communication	Should have good written and oral communication skills.
Decisiveness	Should have the ability to make quick and logical decisions in the areas of administration and staff management.
Planning and organising	Able to contribute to short and long term planning.
Managing staff	Should be able to delegate activities to staff and develop the performance of staff.
Swimming/scuba diving	Staff posted to marine parks/reserves should have strong swimming skills, preferably with scuba diving experience. Life saving skills required.
Mountain rescue	Staff posted to mountainous areas should be familiar with mountain rescue procedures.

[Filename: DEPPWARD - Blue disc]

**DATA SHEET A: Comments added under "Accountability & Responsibilities"
For Kenya Wildlife Service (KWS)**

A1-K1	PARCS Ref.No:	Comment added	No added
A1	D70342KWKEB0740S-0	Responsible for staff exposure and development.	5
A1	D70342KWKEB0740S-0	Responsible for staff mobilisation	
A1	D70342KWKEB0740S-0	Responsible for recommending and appointing for promotion.	
A1	D70212KWKEB0840S-0	Ensure socio-domestic needs of the staff eg.medical schemes.	
A1	D70212KWKEB0840S-0	Provide incentives to good performers	
A1-K1	PARCS Ref.No:	Comment added	No added
B1	D70511KWKEB08-----	Recommending and awarding tenders.	5
B1	D70212KWKEB0840S-0	Identifying proper sitings of all constructions, designs, etc.	
B1	D70511KWKEB08-----	Recommending maximum utilisation of infrastructure.	
B1	D70342KWKEB0740S--	Optimum utilisation of available infrastructure.	
B1	D70292KWKEC2524R-0	Specification of the requirements	
A1-K1	PARCS Ref.No:	Comment added	No added
C1	D70492KWKEB09--S-0	Oversee revenue sharing	5
C1	D70511KWKEB08-----	Create sources of income	
C1	D70342KWKEB0740S--	Responsible for internal control	
C1	D70292KWKEC2524R-0	Security for revenue	
C1	D70212KWKEB0840S-0	Prompt documentation of record.	
A1-K1	PARCS Ref.No:	Comment added	No added
D1	D70511KWKEB08-----	Identify viable projects.	4
D1	D70342KWKEB0740S--	Identify priority needs	
D1	D70212KWKEB0840S-0	Delegate responsibilities	
D1	D70492KWKEB09--S-0	Liaise with other bodies and communities.	
A1-K1	PARCS Ref.No:	Comment added	No added
E1	D70511KWKEB08-----	Ensuring that all persons in protected areas even visitors be aware of regulations.	5
E1	D70492KWKEB09--S-0	Intersectoral reference.	
E1	D70292KWKEC2524R-0	Ensure that culprits are prosecuted before a court of law	
E1	D70342KWKEB0740S--	Create some awareness in laws and regulations in protected areas.	
E1	D70492KWKEB09--S-0	Accountable for referring to past history on implementing laws.	
A1-K1	PARCS Ref.No:	Comment added	No added
F1	D70292KWKEC2524R00	Security of the visitors	4
F1	D70511KWKEB08-----	Responsible for visitor security.	
F1	D70391KWKEB08--A-1	Responsible for providing interpretative information to visitors about the protected area (Guidebooks).	
F1	D70212KWKEB0840S-0	Responsible for ensuring that the visitor is able to interpret the resource.	

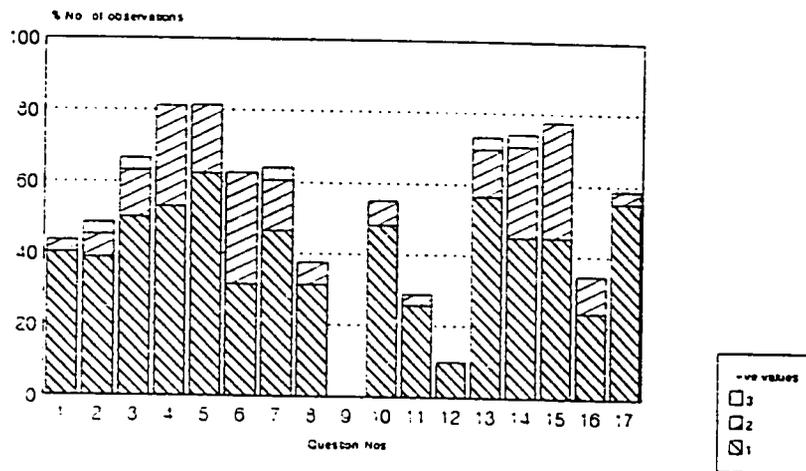
A1-K1	PARCS Ref.No:	Comment added	No added
G1	D70511KWKEB08-----	Responsible for the right personnel and machines for activity.	2
G1	D70511KWKEB08-----	Responsible for designing effective methods for protected area.	
A1-K1	PARCS Ref.No:	Comment added	No added
H1	D70492KWKEB09--S-0	Responsible for animal control.	5
H1	D70492KWKEB09--S-0	Responsible for involving community in planning, design, implementation.	
H1	D70292KWKEC2524R-0	Ensuring the local community support the conservation efforts.	
H1	D70212KWKEB0840S-0	Involving communities in decision making.	
H1	D70511KWKEB08-----	Involving communities in protected area activities.	
A1-K1	PARCS Ref.No:	Comment added	No added
I1	D70342KWKEB0740S--	Identify research needs	3
I1	D70511KWKEB08-----	Responsible for identifying right staff to carry out research as well as project.	
I1	D70212KWKEB0840S-0	Making necessary adjustments	
A1-K1	PARCS Ref.No:	Comment added	No added
J1	D70212KWKEB0840S-0	Educate staff to represent organisation in small community meetings.	3
J1	D70342KWKEB0740S--	Responsible for ensuring that the organisation policy and image is protected.	
J1	D70492KWKEB09--S-0	Responsible for public relations and extension.	
A1-K1	PARCS Ref.No:	Comment added	No added
K1	D70212KWKEB0840S-0	Initiate utilisation rights of the resource within sustainable levels.	2
K1	D70511KWKEB08-----	Responsible for updating any changes in protected area conservation.	

DATA SHEET A: Deletions under "Accountability & Responsibilities"

A1-K1	PARCS Ref.No:	Deletion	No deleted
		There were no deletions .	0

2.3.5.a. PAMs gap analysis relative to PARCS

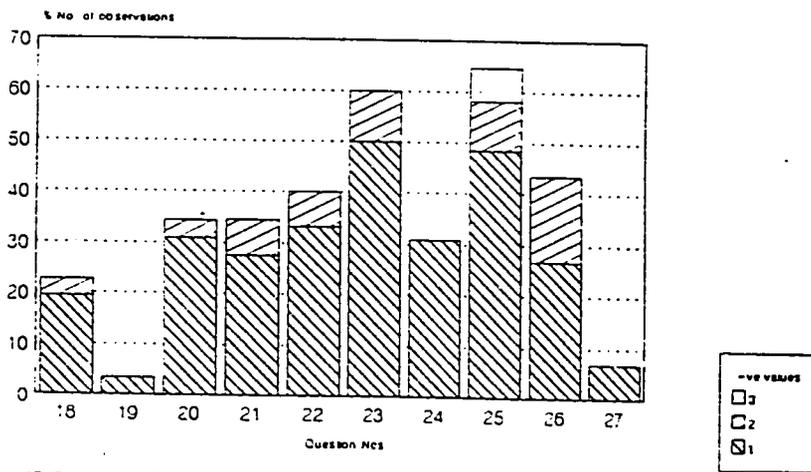
Technical Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

2.3.5.a. PAMs gap analysis relative to PARCS

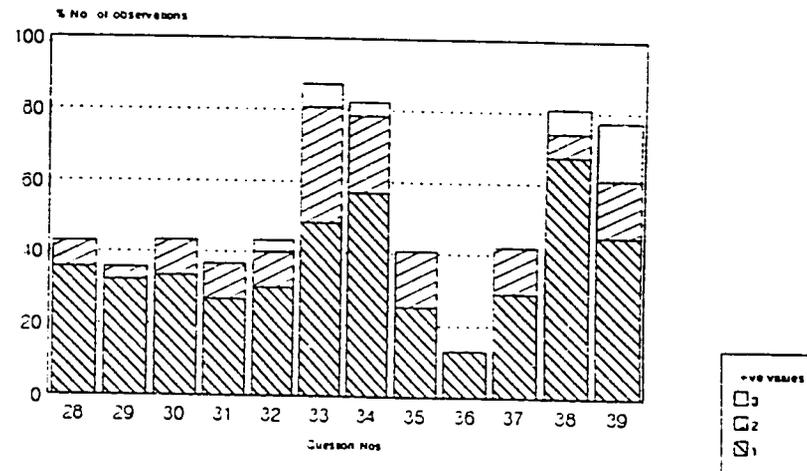
Management Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

2.3.5.a. PAMs gap analysis relative to PARCS

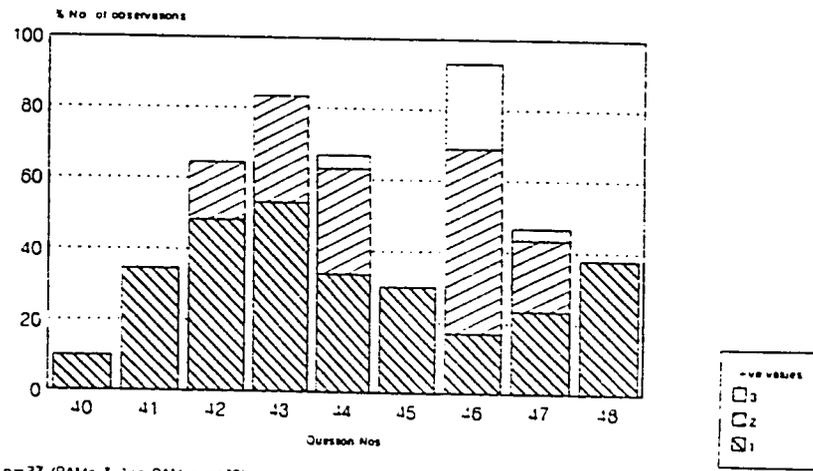
Planning Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

2.3.5.a. PAMs gap analysis relative to PARCS

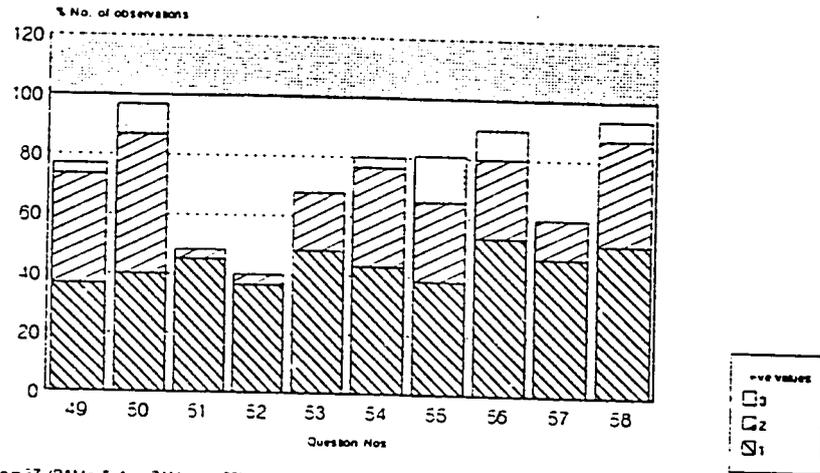
Legal Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

2.3.5.a. PAMs gap analysis relative to PARCS

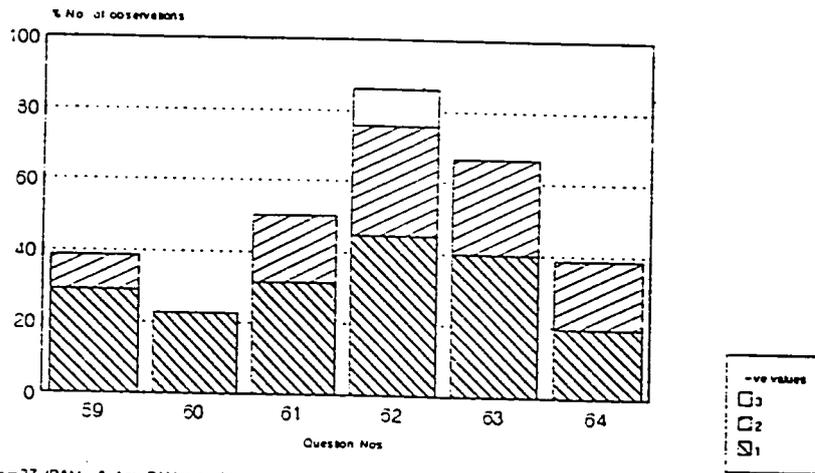
Policies & Procedures Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

2.3.5.a. PAMs gap analysis relative to PARCS.

Financial Knowledge: Kenya Wildlife Service



Sample n=37 (PAMs & Ass PAMs: n=32)

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Annex 8: ATTITUDES

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.