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# PARCS

## PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED  
AREA MANAGERS IN AFRICA



### SOMALIA

BEST AVAILABLE DOCUMENT



The WILDLIFE CONSERVATION SOCIETY

**Biodiversity  
Support  
Program**



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# PARCS

## Country Report: SOMALIA

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AFRICAN WILDLIFE FOUNDATION

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- Annex 1: The Questionnaire**
- Annex 2: 'Gap analysis' results**
- Annex 3: Overall attitude responses**



Mental and Social Skills:

Evaluation  
Problem Analysis  
Written

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

- Ensuring optimum levels of visitor satisfaction
- Ensuring agreed intervention programmes are completed to budget and timetable
- Ensuring that all activities within the protected area comply with laws and regulations
- Ensuring availability of a competent and well-motivated staff
- Ensuring appropriate infrastructure within budget
- Representing the protected area and its interests in public meetings

### **Recommendations**

Whilst it would be possible to make recommendations on the areas where the four respondents could benefit from further training, the situation in Somalia would make these specific to those individuals and not applicable, or really relevant, to the country. Hopefully a new government will be established in Somalia in due course and a phase of reconstruction will begin. New government departments will be created, although an emphasis will presumably be on humanitarian aid and agricultural production in the first instance.

It is impossible to determine the status of wildlife in Somalia at the moment, and whether there is any possibility of wildlife contributing to the national economy. It is also difficult to predict how many members of the former Wildlife Department will want to return to their jobs.

However, if international agencies do focus on providing support to protected areas, then there will be need for training at all levels. Mweka College would be able to provide formal training in this sector, but it may also be possible for the PARCS project to contribute as well. Phase II of the project proposes to develop a greater understanding about how in-service training courses could be set up within a protected area authority, as well as identify training opportunities in the region. In the short term it has already been agreed by the PARCS project that Regional Coordinators should seek to include SWD staff who are presently exiled in Phase II activities if possible. Perhaps more significantly it will be important to make the findings of both Phase I and Phase II of the PARCS project available to anyone who is involved in planning and developing support to protected areas in Somalia, in case some of the lessons learned are relevant and can be built into the reconstruction process.

## 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 is 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 of 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

At the time of writing this report (December 1993) the situation in Somalia is still tense following the recent breakdown in governance. The status of the two protected areas, Alifuuto Nature Reserve and Bushbush Game Reserve, is unknown, as is the current status of wildlife populations in the country.

#### 2.1.1 Summary of Somalia's Protected Area system;

Table 1: Summary of Protected Areas

<i>National/international designations</i> Name of area	IUCN management category	Area (ha)	Year notified
<i>Nature Reserve</i> Alifuuto (Arbowerow)	IV	180,000	
<i>Game Reserve</i> Bushbush	VIII	334,000	1969

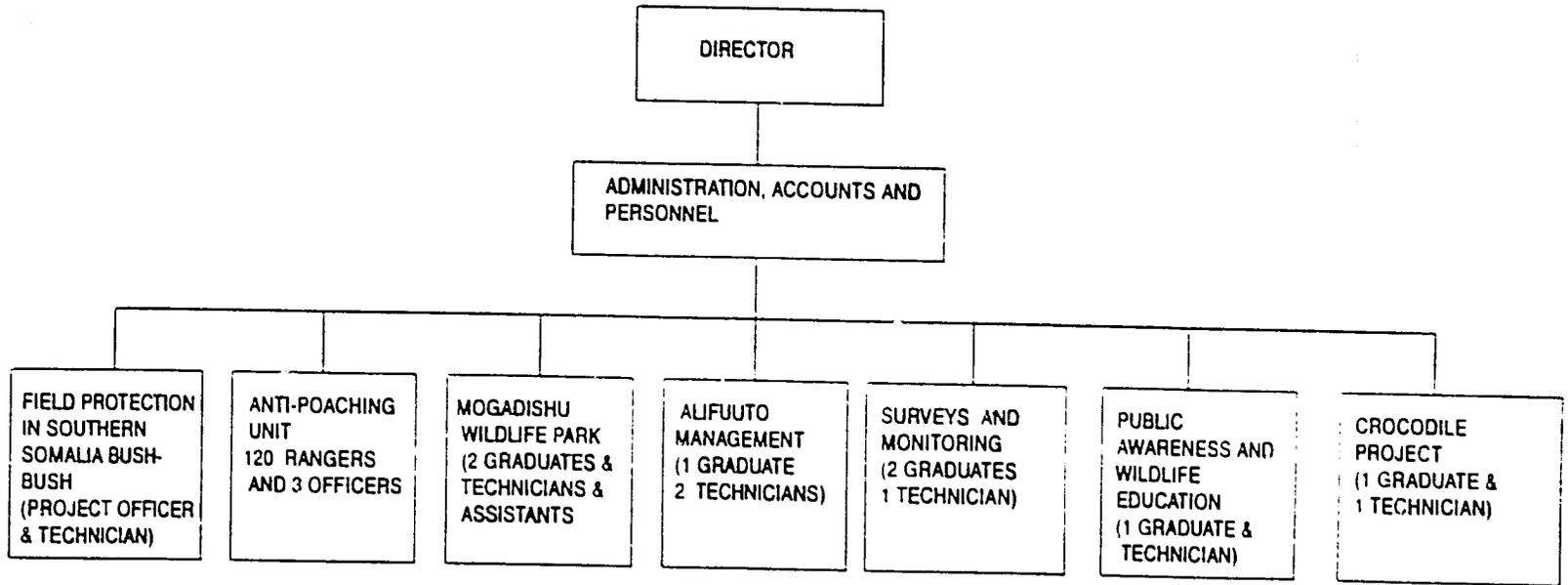
Source: IUCN 1992.

#### 2.1.2 Protected Area authorities

- 2.1.2.1 Wildlife conservation and the administration of protected areas in Somalia was the responsibility of the Ministry of Livestock, Forestry and Range. Within this ministry, two organisations were concerned with these matters, viz the National Range Agency (NRA) which had jurisdiction in the southern and northern regimes and the Central Rangelands Development Project (CRDP) which was responsible for the central region of the country.
- 2.1.2.2 NRA functioned under a General Manager who was directly answerable to the Minister and consisted of a number of departments, including Forestry, Wildlife, Soil and Water Conservation, Sand Dune Stabilisation and Range Management. The latter was responsible for livestock management, including cattle, goats and a large camel herd - Somalia has a total of 10 million, the world's largest. In addition to the General Manager, the NRA had a number of Regional Directors who were based in various parts of the country and were responsible for administering NRA's broad interests in their region, including liaison with local administrative officials.
- 2.1.2.3 The two NRA departments chiefly concerned with the conservation of wild fauna and flora are the Wildlife and Forestry Departments. Both were of modest proportions, consisting of a Director, 6 to 8 graduate professional officers and a number of technical field and administrative support staff. Although not formally organised into units, the Wildlife Department was set up as outlined in Figure 1.
- 2.1.2.4 Several of the 'technician' staff had already received certificate level training at the College of African Wildlife Management at Mweka, Tanzania. Whilst a majority of the graduate professionals had local degrees in relevant subjects, such as biology or range management, none had received specific wildlife training at degree level.

Figure 1:

## The Organisation Of Somalia Wildlife Department



### **2.1.3 National conservation strategy & conservation objectives**

2.1.3.1 In 1989 the 'Mogadishu Manifesto on the Conservation of Wildlife' was signed by the incumbent president. This manifesto embodied the government policy and formed the basis for all future wildlife activities. The manifesto stated that:

- wildlife projects were to receive first priority in the country
- immediate action was to be taken to set up protected areas, including Mogadishu Wildlife Park and to complete those in progress (ie Bushbus' and Alifuuto).
- the Wildlife Department be strengthened through the enactment of new wildlife legislation
- special reserves were to be established to protect elephants
- a Wildlife Conservation Day was to be proclaimed
- public awareness and conservation education would be promoted.

2.1.3.2 As a follow-up to this wildlife legislation had been reviewed and redrafted (IUCN 1992).

### **2.1.4 Existing training programmes**

2.1.4.1 There are no training programmes at present. In the past there were two key institutions involved in training people in natural resource management skills. These were the Somali National University and the Forest, Range and Wildlife Institute. The latter offered a certificate course, and the university had faculties in Veterinary and Animal Husbandry, and Agriculture and Range Science.

### **2.1.5 In-country PAM profile**

2.1.5.1 No details were obtained during the PARCS survey.

## **2.2 METHODS**

### **2.2.1 Data analysis**

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

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

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

than PAMs.

## 2.2.2 Country-specific methods

- 2.2.2.1 The PARCS survey was undertaken in November 1992. Due to the situation of anarchy in Somalia for the duration of the project it was not possible to carry out an in-depth survey. The AWF PARCS Regional Manager (RM) contacted one of the people who had worked as an Assistant PAM in Somalia and was currently a refugee in Kenya. Through his contacts three other Asst PAMs were identified and questionnaires were sent to them.
- 2.2.2.2 The AWF PARCS RM had visited Somalia in March 1990 and had met several members of the SWD during that visit. Experience gained during that visit has been used in preparing this report as well as the results from the questionnaire.

## 2.2.3 Analysis of Questionnaire

- 2.2.3.1 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.

## 2.3 RESULTS

The results of the PARCS survey in Somalia are presented below. A short paragraph follows each set of results and provides a brief interpretation of those results within the Somali 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 four questionnaires completed by Asst. PAMs.

**2.3.1 Data Collection Table (Table 2)**

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

Total sample: n=4

- 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 an Asst. PAM (Table 3)**

Respondents	Years of service			
	1-5 yrs	6-10 yrs	> 10 yrs	No response
Years in service	3			1
Years as a PAM				4

## **2.3.4 Validation Analysis for Knowledge**

### **2.3.4.1 Additions and Deletions to Accountabilities and Responsibilities**

One respondent deleted the whole to row F 'Ensure optimum levels of visitor satisfaction' as not applicable.

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

- a The score for this was 91%. This meant that overall SWD staff considered the knowledge levels suggested by PARCS as relevant to their situation and an appropriate standard of comparison for the rest of the analysis.
- b Where there was disagreement SWD staff felt that PARCS had mostly ranked the knowledge levels slightly lower than was appropriate. This was in Technical, Management, Legal and Financial/ accounting. SWD staff felt that Policies and Procedures was over under valued. Seven questions (out of 64) were considered to be very inaccurate. Those which SWD staff felt a much higher knowledge level was required were:
  - working knowledge of research methodologies
  - working knowledge of managing casual labour
  - some knowledge of obligatory role (attendance) and awareness of activities around protected areas expedient to attend
  - some knowledge of development of research plans for the protected area
  - some knowledge of laws related to community development
- c Those questions which SWD staff felt could have lower knowledge levels were:
  - working knowledge of financial planning
  - in-depth knowledge of maintenance/construction policies, procedures and standards, and procurement procedures.

## **2.3.5 Gap Analysis of Training Needs for Knowledge: Asst PAMs**

2.3.5.1 A 'Gap Analysis' was used to compare Asst PAMs' 'Knowledge' scores against PARCS' scores. This was designed to give an indication of the difference between Asst PAMs' perceived skill levels and skill levels deemed necessary by PARCS. The results are shown in Annex 2 (PARCS 2.3.5a). Each of the six sets of histograms, representing the six competencies under 'Knowledge', show the differences in scores between Asst PAMs and PARCS. Negative values indicate the 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 Asst PAMs and PARCS as to required knowledge. The greater the difference between 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 4 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 4. Percentage of questions in each competency in which at least 60% of respondents identified a training need, using the PARCS standard for comparison.**

Skill	Somalia
Technical Knowledge	59
Management Knowledge	30
Planning Knowledge	50
Legal Knowledge	44
Policies & Procedures knowledge	90
Financial Knowledge	83

Total sample: n=4

(Asst PAMS & PAMS combined n=4)

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

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

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

**Table 5. The percentage of questions in which an average gap of about 2 was identified for knowledge competency areas.**

Skill	PAM n=4
Technical Knowledge	0
Management Knowledge	0
Planning Knowledge	8
Legal Knowledge	0
Policies & Procedures knowledge	60
Financial Knowledge	0

Total sample: n=4

The above results show that there are significant training needs in the subject areas of Policies and Procedures and to a lesser extent Planning.

There is a similar trend when one examines significant training gaps for main divisions of the job as shown in table 6.

**Table 6. Percentage of questions in which an average gap of 2 was identified by main division of the job.**

Skill	PAM n=4
A = Staffing	17
B = Infrastructure	17
C = Finance/accounts	0
D = Tactical plans	0
E = Laws and Regulations	20
F = Visitor Services	29
G = Interventions	20
H = Community Conservation	0
I = Research	0
J = Public relations	14
K = Resource conservation	0
Total sample: n= 4	

This table shows that wardens feel there are six main divisions of the job where they have significant training needs ie Visitor Services, Interventions, Laws and Regulations, Staffing, Infrastructure and Public Relations. The result emerging as the highest priority is main division of the job F 'ensuring optimum levels of visitor satisfaction'. As mentioned earlier the lack of a tourist industry in the recent past in Somalia would mean that Asst PAMs have no skills in this area and hence careful interpretation should be made of this area emerging as the highest need. It may not be the most relevant training priority.

### 2.3.5.3 Specific Results

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

#### a. Technical Knowledge (Wildlife/Tourism)

Training needs (ie scores >0) were identified for 16 out of 17 skills (Column 2, Rows A-K) under Technical Knowledge. The greatest needs (scores ≥2) were identified in:

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

- protected area
- types, locations, trends and requirements of threatened and endemic fauna and flora and the key species of the ecosystem

The above list shows the large number of areas where Asst PAMs feel that they require further training. When Somalia is able to move into a phase of reconstruction of the country the main emphasis on reestablishing protected areas is likely to be on those that have threatened and endemic fauna. Although absent in the past, there is likely to be a need to try to involve local communities in some form of benefit sharing - although the technical knowledge skills required for this are not reflected as a training need in this sample.

#### b. Management Knowledge

Training needs (ie scores >0) were identified for 9 out of 10 skills (Column 3, Rows A-K) under Management. The greatest needs (scores  $\geq 2$ ) were identified in:

- knowledge of managing casual labour
  - knowledge of principles of stock control and procurement
  - project (job) management related to interventions
  - \* -- 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 Asst PAMs recognise that community conservation programmes are important, but that they lack skills to implement such a project.

#### c. Planning Knowledge

Training needs (ie scores >0) were identified for 11 out of 12 skills (Column 4, Rows A-K) under Planning. The greatest needs (scores  $\geq 2$ ) were identified in:

- knowledge of financial planning
  - planning, budgeting and control
  - patrol planning needs
  - \* -- techniques in developing long and short-term visitor plans
  - job planning related to interventions
  - 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, and in the past SWD, planning is often perceived as a separate activity undertaken by a discrete unit. However, this is changing and PAMs are increasingly being delegated with more responsibility and with this a concomitant need to have good planning skills. This competency emerges as a major training need for SWD.

#### d. Legal Knowledge

Training needs (ie scores >0) were identified for 7 out of 9 skills (Column 5, Rows A-K) under Legal. The greatest needs (scores  $\geq 2$ ) were identified in:

- relevant laws and regulations (eg firearms, arrest, charging)
  - \* -- relevant laws and regulations related to interventions
  - \* -- legal aspects of collecting/exporting materials and specimens
  - \* -- legislation regarding protected areas
- (\* = score of 3)

Before the civil war SWD had just revised Somalia's wildlife legislation to reflect a more modern

conservation perspective. Some of the respondents had been involved in this exercise and so are aware that there would be new laws to learn.

#### 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  $\geq 2$ ) were identified policies and procedures related to:

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

(\* = score of 3)

The development of the Policies and Procedures for an organisation is usually the responsibility of the more senior decision makers. However Asst 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 9 out of the 10 main divisions of the job, confirms the findings in 2.3.5.1 that this competency is one of the most important areas where SWD should focus in future training programmes once Policies and Procedures are reestablished.

#### 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  $\geq 2$ ) were identified in:

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

(\* = score of 3)

Again the above list confirms the results presented in 2.3.5.1 that this is an important area in which future SWD training should concentrate. In the recent past PAMs did not have large operating budgets with which to work and much of the skills gaps is probably related to lack of exposure.

#### 2.3.5.4 Biomes

The PARCS project also recorded information on biomes. In Somalia one main biome was represented - savannah.

#### 2.3.6 Validation Analysis of Social & Mental Skills

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

A score of 70% was recorded indicating that there was agreement that the mental and social skills described by PARCS were relevant to wardens in Somalia. Although this score reached the

criteria set by PARCS as acceptable, it was one of the lowest in the whole survey.

### 2.3.6.2 'No' Response by Asst PAMs

The following skills were not considered relevant to SWD by at least three respondents:

- determining causes of specific, and trends in, equipment and infrastructure failures
- giving clear instructions to staff and contractors
- determining true causes of visitor dissatisfaction and behaviour
- understanding underlying causes of conflict between protected area authorities and local communities both in the long and short term

Most of these skills were probably not relevant to SWD. However, the lack of recognition in needing skills to understand causes of conflict between authorities and local communities reflects the lack of exposure to any community conservation programme. This is one of the first activities to be undertaken in such a programme. This result may also reflect a lack of sensitivity to rural communities from educated elites.

### 2.3.7 Current Mental & Social Skill Level of 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 7.

**Table 7. Percentage of times a response of 1 or 2 was given for each skill**

Skill	Somalia n=4
Comprehension	46
Problem Analysis	52
Creativity	50
Evaluation	42
Oral	44
Written	38
Working with Others	40

Total sample: n= 4

Evaluation, Problem Analysis and Written skills emerge as the top three skills which Asst 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 evaluation are related skills and the results here confirm that the job of a PAM requires the ability 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 8.

**Table 8. Percentage of time a response of 1 or 2 was given for each main division of the job.**

Skill		Somalia n=4
A	Staffing	43
B	Infrastructure	46
C	Finance/accounts	58
D	Tactical plans	57
E	Laws & Regulations	29
F	Visitors	25
G	Interventions	61
H	Community Conservation	42
I	Research	67
J	Public relations	39
K	Resource Conservation	35

Total sample: n= 4

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

The finding that Financial tracking and Tactical Planning emerge as areas of training needs is consistent with the earlier findings (2.3.5.1). Undertaking competent research and interventions require skills in problem analysis and evaluation (highlighted in 2.3.7.1). The result of research as top score most likely emerges because of the 11 main divisions of the job, research is the one to which most people have been exposed. They therefore understand the limits of their lack of mental and social skills in this area and probably score themselves more harshly than in the other divisions.

### 2.3.8 Analysis of Attitudes

2.3.8.1 This part of the questionnaire required written responses. A list of typical responses from across the whole PARCS project was drawn up and given a reference number (see annex 3). Individual responses were categorised by these number and those given for Somalia are listed below.

#### a Methods to Instil Work Ethics

- A 2 Showing hard work and dedication through example n=2
- A 5 Showing tolerance to others' point of view n=1
- A10 Cultivating good working relationships which creates rapport for instruction n=2
- A11 Ensure that staff are suitably equipped as regards their training and tools needed to perform efficiently n=1
- A12 Never criticise organisation openly n=1

- b **Methods to Instil Commitment to Conservation**
  - B1 Showing dedication to national, regional and local conservation objectives n=1
  - B2 Explaining to staff the value of conservation by conducting regular in-service refresher courses on conservation ethics n=1
  - B11 Providing necessary work tools n=1
- c **Methods to Instil Healthy Attitudes to Adjacent Communities**
  - C1 Accepting the validity of community participation in protected area management n=2
  - C2 Listening to and demonstrating willingness to understand community problems n=1
  - C3 Instructing staff on the value of harmonious relations with adjacent communities to the conservation objectives of protected areas n=1
  - C5 Taking opportunities to provide employment for local communities as appropriate to the conservation objectives of the area n=2
  - C6 Maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area n=1
  - C7 Seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives n=1

### 2.3.9 Language Skills of Asst PAMs

**Table 9: Language Skills of Respondents expressed as percentages**

Organisation/Department	n	Y	N	B
SOM	4	50	50	-

Total sample: n=4

Two out of the four respondents did not answer this question. The Somali language is spoken throughout Somalia (indeed it is one of the few sub-saharan countries in Africa with a common language for all its people).

### 2.3.10 Computer Skills

**Table 10: Respondents computer use and skills**

Organisation/Department	n	Y	N	B	WP	AC	DA
SOM	4	50	50	-	?	?	?

Total sample: n=4

No respondents were familiar with computer use.

### 2.3.11 Training Priorities Identified by Respondents

Respondents were asked to identify their three training priorities.

Table 11: Training Priorities Identified by Respondents (PARCS No. 2.3.11)

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

23

Total sample: n=4

Asst PAMs & PAMs combined: n=4

- 2.3.11.1 This table shows that the main competencies where PAMs cited training needs were:
- Technical knowledge
  - Legal
  - Policies and Procedures

This finding is consistent with the results of the 'gap analysis' where Policies and Procedures emerged as a competency needing further training. Throughout the PARCS project analysis respondents often include technical knowledge as a requirement for further training. It is hardly surprising that the perspective of SWD staff is a need for more technical knowledge at a time when they are exiled from their country and wanting to use the time to gain further skills. Interestingly Planning is not perceived as a training priority. This is probably because the Asst PAMs have not yet held posts with responsibility for overall planning.

- 2.3.11.2 The main divisions of the job cited were:
- Laws and regulations (E)
  - Staffing (A)

The citations of Laws and Regulations for activities within protected areas and Staffing are consistent with the 'gap analysis' results. The emphasis on more traditional law enforcement should be noted - there was no mention of community conservation as an approach, although the questionnaire had emphasised it by asking specific questions about how to instill healthy attitudes to adjacent communities.

**2.3.12 Training Received**

**Table 12: 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=4

Asst PAMs & PAMs combined: n=4

Respondents stated that they had received no in-service training. On-the-job training was seen to have contributed to practical skills but not to opposed to technical knowledge, planning and management. Interestingly one of the respondents had been working as a counterpart to a technical advisor on an FAO/UNDP funded project which was working on institutional reform of the SWD. Performing such a role was not perceived as on-the-job training, although in effect the opportunity provided the counterpart and his colleagues with a lot of exposure to wildlife technical knowledge and to some planning and management.

**2.3.12.2 Years since Formal Wildlife Training Received**

This question was not included on the questionnaire completed by respondents.

**2.3.12.3 Formal Training Received that is Relevant to Job of PAM**

Type of training	Institute of training
Diploma in Wildlife Management	Mweka Wildlife College - Tanzania
BSc in Wildlife Management	Not specified

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

This question was not included on the questionnaire completed by respondents.

**2.4 DISCUSSION and RECOMMENDATIONS**

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

From the high validation score there seems to be an implicit understanding of the role of a PAM by the respondents. Although some main divisions of the job eg visitor satisfaction and community conservation had not, in the past, been relevant in Somalia, they were recognised as legitimate activities appropriate in certain contexts.

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

Prior to the civil war the main constraints to meeting responsibilities was the lack of senior SWD staff based in the field. There was no infrastructure in the few existing reserves, and very few people wanted to be posted to the field. Another major constraint was the low status held by the Somali Wildlife Department and the general lack of awareness amongst decision makers on the need for natural resource conservation. (The lack of awareness was also found amongst the general public too). Although there were some young motivated graduates working in the SWD, they were unable to accomplish anything due to bureaucratic inertia and because operating budgets were low.

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

The results presented in 2.3.5 clearly show that the respondents felt that they had a broad spectrum of training needs but when compared to the PARCS score there were only a few which were significant. This result is consistent with the more traditional perception which was held in Somalia about the mandate of a protected area authority and the ways that the role was carried out.

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

All the respondents to the questionnaire had only received formal or on-the-job training. The

formal training listed as useful included diplomas from Mweka College. In the past SWD staff had received degrees and diplomas from the Somali National University and the Forestry, Range and Wildlife Institute.

#### **2.4.5 What further training is required?**

Whilst it would be possible to make recommendations on the areas where the four respondents could benefit from further training, the situation in Somalia would make these specific to those individuals and not applicable, or really relevant, to the country. Hopefully a new government will be established in Somalia in due course and a phase of reconstruction will begin. New government departments will be created, although an emphasis will presumably be on humanitarian aid and agricultural production in the first instance.

At present it is impossible to determine the status of wildlife in Somalia at the moment, and whether there is any possibility of wildlife contributing to the national economy. It is also difficult to predict how many members of the former Wildlife Department will want to return to their jobs.

However, if international agencies do focus on providing support to protected areas, then there will be need for training at all levels. Mweka College would be able to provide formal training in this sector, but it may also be possible for the PARCS project to contribute as well. Phase II of the project proposes to develop a greater understanding about how in-service training courses could be set up within a protected area authority, as well as identify training opportunities in the region. In the short term it has already been agreed by the PARCS project that RCs should seek to include SWD staff who are presently exiled in Phase II activities if possible. Perhaps more significantly it will be important to make the findings of both Phase I and Phase II of the PARCS project available to anyone who is involved in planning and developing support to protected areas in Somalia, in case some of the lessons learned are relevant and can be built into the reconstruction process.

## **REFERENCES**

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## **ACKNOWLEDGMENTS**

I would like to thank the four respondents who completed the questionnaires and to acknowledge their commitment in wanting to continue their careers in wildlife management in Somalia at some point in the future.

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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:

<p>In-depth knowledge of relevant laws and regulations eg. firearms, arrest, charging and human rights</p>	<p><b>4</b> <b>3</b></p>
--	--------------------------

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 F9:

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	1. Accountability and Responsibilities	KNOWLEDGE		
		2. Technical (Wildlife/Tourism)		
A. Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> <li>Maximizing potential of allocated staff</li> <li>Responsible for identifying training needs</li> <li>Responsible for recommendations and application of disciplinary measures</li> </ul>			
B. Ensure appropriate infrastructure within budget	<ul style="list-style-type: none"> <li>Responsible and accountable for maintenance, repair, rehabilitation and construction</li> <li>Recommending additional facilities</li> </ul>	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"> <li>Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts)</li> <li>Responsible for accurate accounting</li> </ul>			
D. Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> <li>Accountable for development of annual plan and budget of protected area</li> <li>Responsible for working within the agreed plan and budget</li> <li>Identify strategic options in the protected area and contribute to strategic planning</li> </ul>			
E. Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> <li>Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area</li> </ul>	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"> <li>Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained</li> </ul>	In depth knowledge of visitors' expectations	<input type="checkbox"/> <input type="checkbox"/>	4
		In depth knowledge of protected area infrastructure, siting, design and analysis	<input type="checkbox"/> <input type="checkbox"/>	5
		In depth knowledge of interaction between tourists 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"> <li>Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area</li> </ul>	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"> <li>Responsible and accountable for design and implementation of a programme to achieve harmonious relations</li> <li>Responsible for instilling acceptance by staff of the role of local communities in protected area management</li> </ul>	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"> <li>Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables</li> </ul>	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"> <li>Accountable for ensuring that the protected area is represented in every possible area</li> <li>Responsible for ensuring that the information available about the protected area is up to date</li> </ul>	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"> <li>Responsible and accountable for design and implementation of resource management / protection strategies to meet protected area conservation objectives</li> <li>Responsible and accountable for the preparation, approval and implementation of a resource conservation management plan for the protected area</li> </ul>	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"/>	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"/>	
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 principles of stock control and procurement 21 <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"/>	
Working knowledge of how to apply preventative maintenance 22 <input type="checkbox"/> <input type="checkbox"/>	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 organisation (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., firearms, axes, 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 61 <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"/>		In-depth knowledge of the legislation regarding protected areas 47 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of the public relations policies, procedures and practices 58 <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"/>		Some knowledge of the laws of slander and libel 48 <input type="checkbox"/> <input type="checkbox"/>		
	Working knowledge of resource conservation management planning techniques and methodologies 37 <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"/>
	In-depth knowledge of how to develop and implement protected area management objectives 38 <input type="checkbox"/> <input type="checkbox"/>			
	In-depth knowledge of how to develop and maintain protected area management zoning system 39 <input type="checkbox"/> <input type="checkbox"/>			

Main Divisions of the Job	1. Accountability and Responsibilities	MENTAL SKILLS	
		8. Comprehension	9. Problem Analysis
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> <li>Maximizing potential of allocated staff</li> <li>Responsible for identifying training needs</li> <li>Responsible for recommendations and application of disciplinary measures</li> </ul>	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"> <li>Responsible and accountable for maintenance, repair and rehabilitation and construction</li> <li>Recommending additional facilities</li> </ul>	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"/> 4
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> <li>Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts)</li> <li>Responsible for accurate accounting</li> </ul>	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"> <li>Accountable for development of annual plan and budget of protected area</li> <li>Responsible for working within the agreed plan and budget</li> <li>Identify strategic options in the protected area and contribute to strategic planning</li> </ul>	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"> <li>Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area</li> </ul>	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"> <li>Responsible for ensuring that the highest levels of visitors services and practices under his/her jurisdiction are maintained</li> </ul>	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 in budget and timetables	<ul style="list-style-type: none"> <li>Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area</li> </ul>	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"> <li>Responsible and accountable for design and implementation of a programme to achieve harmonious relations</li> <li>Responsible for instilling acceptance by staff of the role of local communities in protected area management</li> </ul>	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"> <li>Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables</li> </ul>	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"> <li>Accountable for ensuring that the protected area is represented in every possible area</li> <li>Responsible for ensuring that the information available about the protected area is up to date</li> </ul>	Understanding the significance of points raised during press and other meetings 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"> <li>Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives</li> <li>Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area</li> </ul>	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 repairs 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 areas perspective access 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 in 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	1. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17. Community Attitudes
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> <li>Maximizing potential of allocated staff</li> <li>Responsible for identifying training needs</li> <li>Responsible for recommendations and application of disciplinary measures</li> </ul>	Needs objectivity in appraisal and general staff dealings	Needs to demonstrate commitment and instill commitment in others	Needs to demonstrate and instill understanding of need for harmonious relationship
B Ensure availability of appropriate infrastructure (within budget)	<ul style="list-style-type: none"> <li>Responsible and accountable for maintenance, repair and rehabilitation and construction</li> <li>Recommending additional facilities</li> </ul>	Honours contractual agreements in spirit and letter		
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> <li>Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts)</li> <li>Responsible for accurate accounting</li> </ul>	Instills honesty		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> <li>Accountable for development of annual plan and budget of protected area</li> <li>Responsible for working within the agreed plan and budget</li> <li>Identify strategic options in the protected area and contribute to strategic planning</li> </ul>			
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> <li>Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area</li> </ul>	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"> <li>Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained</li> </ul>		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"> <li>Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area</li> </ul>			
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> <li>Responsible and accountable for design and implementation of a programme to achieve harmonious relations</li> <li>Responsible for instilling acceptance by staff of the role of local communities in protected area management</li> </ul>			
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> <li>Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables</li> </ul>	<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"> <li>Accountable for ensuring that the protected area is represented in every possible area</li> <li>Responsible for ensuring that the information available about the protected area is up to date</li> </ul>	<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"> <li>Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives</li> <li>Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area</li> </ul>	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?

**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

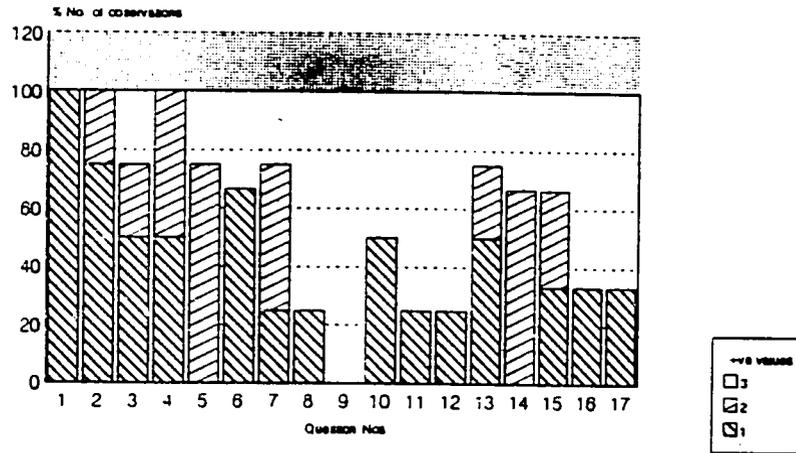
Are you male  or female ? (Please tick appropriate box)

PARCS REF NO:

Date received:

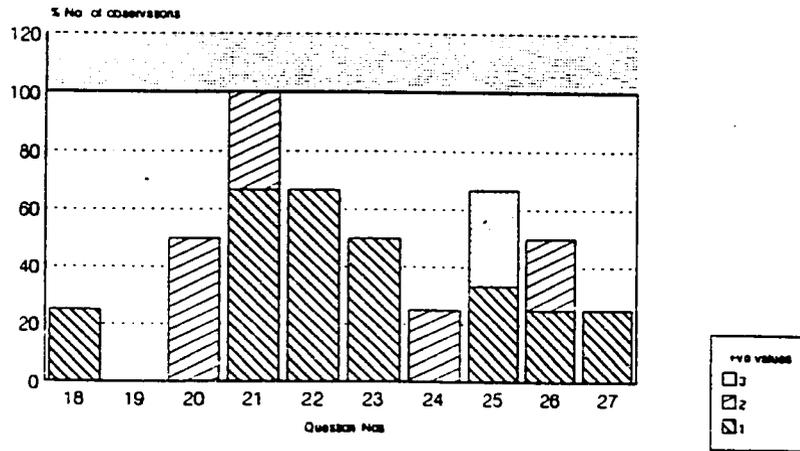
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2.3.5.a. PAMs gap analysis relative to PARCS  
 Technical Knowledge: Somalia



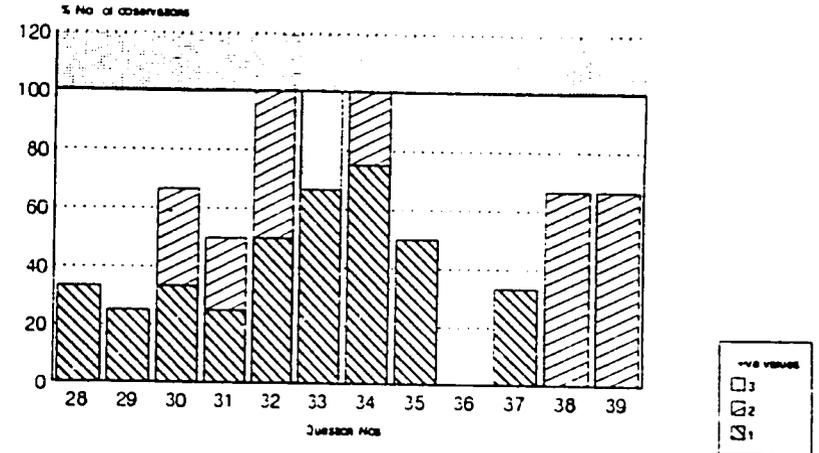
Sample n=4

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



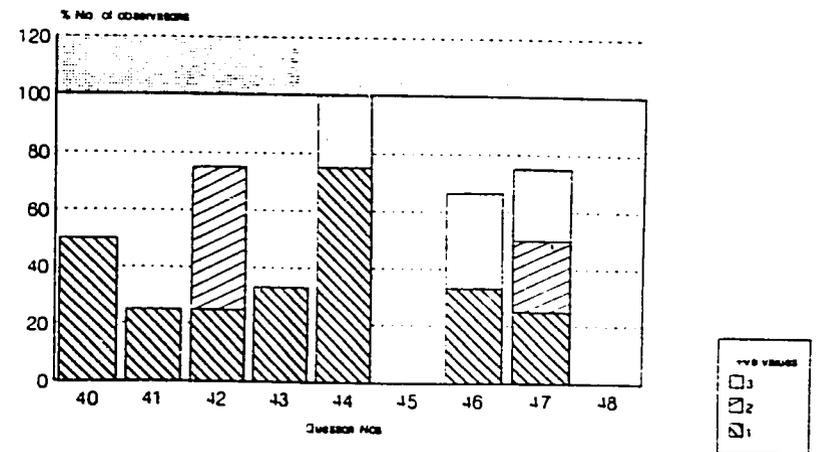
Sample n=4

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



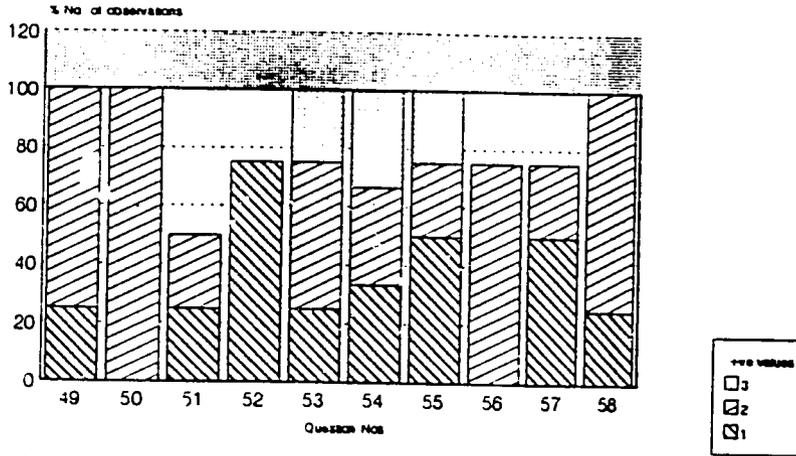
Sample n=4

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



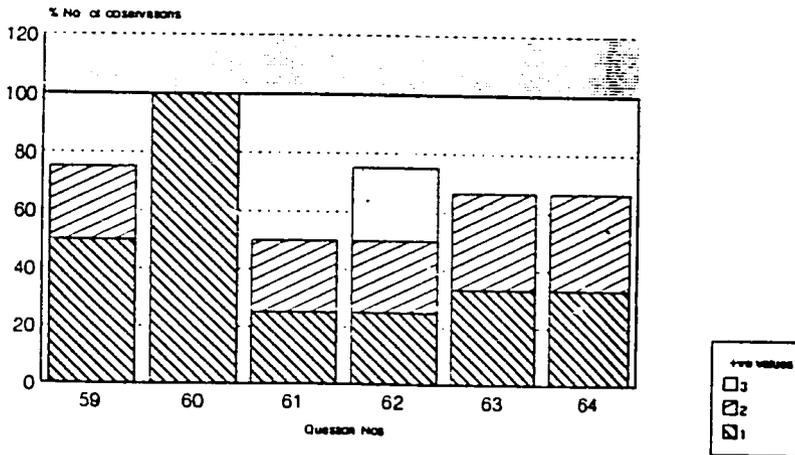
Sample n=4

2.3.5.a. PAMs gap analysis relative to PARCS  
Policies & Procedures Knowledge: Somalia



Sample n=4

2.3.5.a. PAMs gap analysis relative to PARCS.  
Financial Knowledge: Somalia



Sample n=4

## Annex 3 : 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.

BEST AVAILABLE DOCUMENT