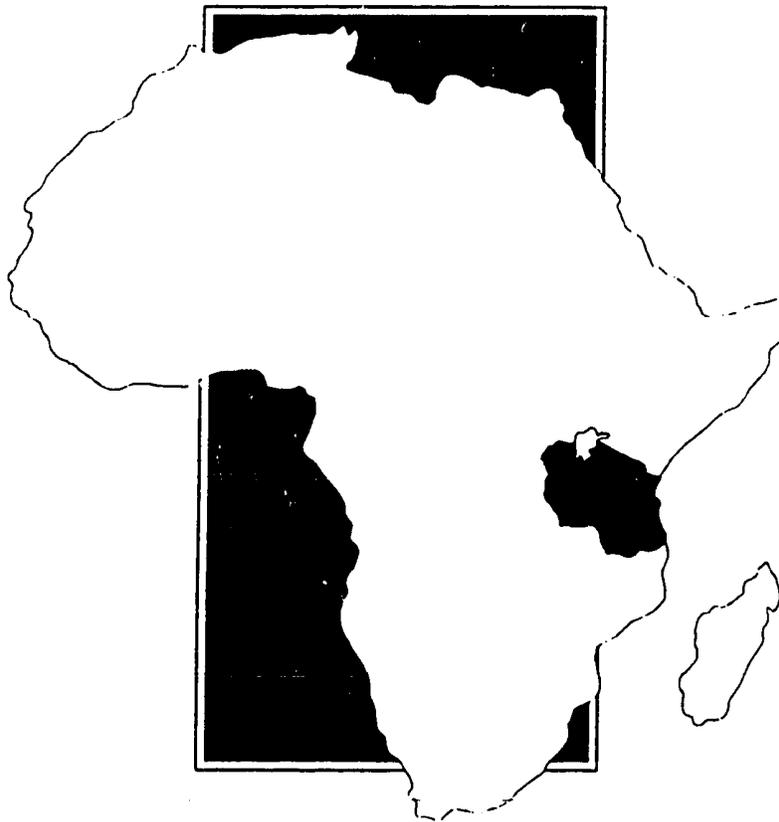


PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED
AREA MANAGERS IN AFRICA



AWF



AFRICAN WILDLIFE FOUNDATION



The WILDLIFE CONSERVATION SOCIETY

**Biodiversity
Support
Program**



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PARCS

Country Report: TANZANIA

Deborah Snelson
AFRICAN WILDLIFE FOUNDATION

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EXECUTIVE SUMMARY

TANZANIA

TRAINING NEEDS AND TRAINING OPPORTUNITIES ASSESSMENTS

Introduction

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

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

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

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

Training Needs Assessment

Within Tanzania, the PARCS survey only focused on the Wildlife Division (TWD) and Tanzania National Parks (TNP) although interviews were held with the Department of Forestry, and the Department of Fisheries in Zanzibar. Both TWD and TNP had training plans but these did not encompass everything included in the PARCS definition of a training plan¹.

Thirty two PAMs, one Field Operations Director (FOD) ten researchers and two field associates completed questionnaires.

Analyses of questionnaire data provided the backbone of the training needs assessment. The levels of skills required for the job (as set by PARCS² in the questionnaire) were first validated to ensure that the questionnaire truly reflected the scope of responsibilities held by PAMs in Tanzania. Training needs for each skill/competency were determined by a 'gap analysis' which compared PAMs current skill levels with those that PAMs considered were needed for the job.

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

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

PAMs identified training needs in the following general areas:

Knowledge Skills:

TWD

Policies and Procedures
Technical
Planning

TNP

Policies and Procedures
Legal
Technical

Mental and Social Skills:

TWD

Problem Analysis/Creativity
Evaluation
Comprehension

TNP

Evaluation
Creativity/Written skills
Problem Analysis

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

TWD

- Ensuring harmonious relationships with neighbouring communities
- Ensuring appropriate infrastructure within budget
- Ensuring optimum levels of visitor satisfaction
- Representing the protected area and its interests in public meetings

TNP

- Ensuring optimum levels of visitor satisfaction
- Representing the protected area and its interests in public meetings
- Ensuring harmonious relationships with neighbouring communities
- Ensuring that all activities within the protected area comply with laws and regulations
- Ensuring agreed intervention programmes are completed to budget and timetables

TWD and TNP feels that 'refresher' courses and the establishment of an in-service training programme would address the needs of wardens in the field and within the rest of the organisations. Both TWD and TNP will continue to send members of staff to formal training institutes as part of their overall training strategies.

FODs' training needs were identified as:

- Human resource development
- Executive management

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

Training Opportunities Assessment

An opportunities assessment was not undertaken. However the academic staff at the College of African Wildlife Management (CAWM) at Mweka completed questionnaires to indicate the level of skills taught on the diploma course in Wildlife Management. Information on CAWM is presented here.

Recommendations

The proposal to review the opportunities for formal training for all levels of protected area managers in Tanzania, under an overall sector review, would provide a useful opportunity to ensure that an integrated system is developed. This would allow all cadres of staff to have access to relevant formal training, and the opportunity to progress through all levels in an efficient way ie building upon skills already learned and having these count towards entrance requirements for higher degrees. If such a system could be established,

and if this was supplemented by an in-service programme which included more structured on-the-job training, Tanzania would be able to offer an attractive career development path for its protected area managers. The existence of Pasiansi, Mweka and the Universities of Dar and Sokoine make this a reasonable goal.

- **Formal**

TWD and TNP will continue to use the College of African Wildlife Management as the primary institute to provide formal training to their protected area managers. More than 50% of any year's intake at Mweka are from Tanzania. The Directors of both TWD and TNP sit on the Board of Governors of the college and are thus in a good position, and have a strong incentive, to ensure that the college continues to provide relevant training for the needs of the organisations. This is additionally important at a time when Mweka College has been criticised for not meeting the needs of its constituency and as the college seeks to remedy this through its ongoing curriculum development review.

Some TNP and TWD staff would like to continue their career development by undertaking an undergraduate and then a masters degree. This would be appropriate provided the specific skills which would be learned reflect the needs of the organisations and would help TNP and TWD to reach specific objectives.

- The development of a more detailed training plan would allow these organisations to set training in the context of their future activities and their roles in protected area management in Tanzania.

- Masters courses in other countries in Africa should be considered as such courses may be very relevant as well as less expensive than European or US courses.

- Another cost-effective option, which could be explored, is for staff to enrol on a correspondence course to attain a masters degree. Although working in this way towards a degree requires a lot of self motivation and discipline, it might be suitable for some staff members.

- **In-service**

Respondents and senior management in both organisations recognise that a well designed in-service training programme would have advantages:

- Such a programme would consolidate the present staff's experience and it would also provide an opportunity to introduce new skills into the organisation at several levels ie both for PAMs in the field and for headquarters staff.

- The results of the PARCS survey could form the basis for designing such an in-service training programme which might include the opportunity to attend short courses run by other organisations within the country, but also to run courses within TNP and TWD.

Both respondents and senior management within TNP and TWD have expressed the need for 'refresher' courses in technical subjects for their staff:

- Mweka College is well placed to perform such a function on behalf of the organisations and the college authorities have expressed an interest in doing so. An advantage of running such courses within a formal institute would be the possibility of establishing a system so that participants are able to gain some form of 'credit' for a course that is recognised by their organisation and which could be built into salary increases and promotion criteria.

- **College of African Wildlife Management**

Tanzania is extremely fortunate to have Mweka College situated within its borders. Several countries surveyed in the PARCS project suffer major constraints by not having training opportunities available at a national level.

-- It is extremely important that the Tanzanian protected area authorities, work with the College authorities to ensure that Mweka retains its relevancy and prominence as a regional training institution. Any initiatives which strengthen the college's expertise and services will ensure that TNP and TWD still have this important training opportunity available to their staff in the future.

SECTION 1

PROTECTED AREA CONSERVATION STRATEGY (PARCS)

1.1 THE APPROACH

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

- a The job of a PAM is becoming an increasingly more complex task, requiring technical skills relating not only to wildlife and tourism, but to management, planning, law, policies, finance and accounting as well.
- b Traditional training institutions and programs in Africa generally have not kept pace with the increasing demands of the PAM's job.
- c Courses offered at leading wildlife institutions are often too theoretical, academic, broad-based, host-country specific, and habitat-specific.
- d Few PAMs have access to the formal training opportunities available.
- e Few data exist on the effectiveness, relevance, and value of traditional and non-traditional forms of training for PAMs.
- f The capacity for institutions to train and develop training programs needs to be strengthened.
- g Existing training institutions and programmes need to revamp their curricula to address the specific needs of PAMs.
- h Relevant training opportunities outside the traditional conservation sector need to be identified and made available to PAMs.

1.2 THE PROJECT

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

This is to be done by:

- a undertaking a participatory assessment of training needs, priorities, constraints, and opportunities for PAMs in three regions of sub-Saharan Africa (east, central, and southern)
- b facilitating the development and establishment of a pilot program in each of the three regions to implement recommendations from the needs assessment
- c collaborating with PAMs in the development of a broad series of recommendations for training Protected Area management staff

- 1.2.2 The PARCS project is envisioned as a multi-year activity. During the first year (Phase I) an in-depth assessment of training needs, priorities, etc., was completed in each region. Specifically, for PAMs, the assessment was designed to:
- a assess skills needed for effective Protected Area management
 - b assess present skill levels
 - c determine the types, amount and frequency of training currently received by PAMs
 - d assess training needs of PAMs
 - e identify constraints to adequate and effective training
 - f identify the institutions and programmes presently used for training
 - g identify potential opportunities for relevant training
 - h identify potential activities to evaluate appropriate training methods

1.3 OVERARCHING QUESTIONS

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

1.3.2 The Questions

- 1.3.2.1 What are the responsibilities of a PAM? Are these responsibilities universally recognised?
- a What are the descriptions and understandings of the responsibilities of a PAM currently declared by resource management authorities?
 - b What are the responsibilities recognized by PAMS?
 - c How do PAMs' perceptions compare with PARCS' perceptions?
 - d How do trainers' perceptions compare with PARCS' perceptions?
 - e Has the job of PAM changed over last 20 years?
 - f What are others' perceptions: do they match PAMs' and/or PARCS' perceptions?
- 1.3.2.2 What are the constraints on meeting these responsibilities? Where does training fit in?
- a What are the overall constraints?
 - b What is the importance of training in overcoming constraints? [as in 1.3.2.1]
- 1.3.2.3 Are PAMs skilled to the level judged by this training needs assessment to satisfactorily do their job? Where are the deficiencies?
- a Are skills satisfactory compared to PARCS' perceptions of job skills?
 - b Are there differences between biomes in the technical knowledge of PAMs?

- 1.3.2.4 What training has been received by current PAMs that is perceived by them as useful? How much? What kinds? Relevant to which kinds of job requirements?
- a What is the existing training that has been received by current PAMs?
 - b Comparisons of types of training received by PAMs, in respect of years of service, that has contributed most to gaining skills.
 - c Does training received cover all major requirements?
 - d How well does existing training prepare PAMs? Does type of training received reflect the degree of preparation for requirements?
 - e Does exposure to various conservation techniques (other than in-service training) improve PAMs skills and knowledge?
 - f What do training programs aim for?
- 1.3.2.5 Assessments of Field Operations Directors (FODs)
- a What are the responsibilities of senior management positions (i.e. FOD)?
 - b What kind of training has been received in these areas?
 - c What are FOD training priorities?
- 1.3.2.6 What further training is required?
- a Where are the biggest gaps perceived by PAMs between self-evaluated skills and those required for the job?
 - b Where are the biggest gaps perceived by others?
 - c What are the constraints to training?
- 1.3.2.7 What present programmes could be restructured/enlarged to include training opportunities for PAMs?
- 1.3.2.8 Are there other appropriate training opportunities that have not been utilised?
- 1.3.2.9 What kinds of training should be recommended?

1.4 THE PROCESS

- 1.4.1 The PARCS project is managed by the Biodiversity Support Program (BSP) and implemented by a collaborative group of three NGOs: The African Wildlife Foundation (AWF), Wildlife Conservation Society (WCS), and World Wildlife Fund (WWF). AWF is the lead organisation in east Africa, WWF leads PARCS in southern Africa, and WCS has assumed lead responsibility in francophone central Africa.
- 1.4.2 Funding for PARCS comes from the Bureau for Africa of the U.S. Agency for International Development (AID). Supplementary funding has been provided by WWF, with AWF, WCS and WWF contributing staff time to the project as well. Furthermore, each of the collaborating organisations is drawing from its expertise and experience with related ongoing activities in the field, to enhance the PARCS assessments.

- 1.4.3 The PARCS project is led by a U.S.- based core team consisting of Kate Newman of BSP, Cynthia Jensen of WWF, and Amy Vedder of WCS. Regional Managers representing AWF (Deborah Snelson), WWF (Michael Dyer) and WCS (Annette Lanjouw) conducted the PARCS assessments in the field. Barbara Pitkin of BSP coordinated the overall activities of the collaborative group whilst Deborah Snelson provided field coordination of PARCS activities from the AWF office in Nairobi. Data analysis was carried out by Vitalis Wafula and David Sumba of AWF.
- 1.4.4 The methodology for the PARCS assessment was developed during a four-day workshop in Nairobi in August 1992. The workshop was facilitated by Peter Woolf of Price Waterhouse, and attended by Barbara Pitkin, Michael Dyer, Annette Lanjouw and Deborah Snelson.
- 1.4.5 After the workshop, the methodology was reviewed by a number of key members of the conservation community in Kenya and Zimbabwe and a sampling of wardens from several African countries. The Regional Manager in southern Africa conducted a trial assessment of training needs in Malawi between 13 September and 2 October 1992. The methodology was also reviewed by the core team in late September and amended in light of those reviews (Biodiversity Support Program 1993).

1.5 GOAL OF THE METHODOLOGY

- 1.5.1 A questionnaire approach was adopted for the needs assessment for the following reasons:
- a The questionnaire could be designed as a matrix and serve as an efficient and practical way to present the array of specific skills required for the job of a PAM (see annex I)
 - b It would provide a convenient tool to compare outside assessments of the skills required of the PAM with the PAMs' own perceptions of required skills
 - c It would provide a qualitative and quantitative means of assessing training needs
 - d It would lend itself well to standardized data extraction, manipulation, comparison and analyses across the three regions of Africa
- 1.5.2 A strength of the questionnaire is that it is not just a means of gathering information, but it is a training tool in and of itself. The process of leading the PAM through the questionnaire was designed to stimulate thought and discussion on the important facets of Protected Area management - the questionnaire may well have influenced the way some PAMs look at their jobs and their role in managing those Areas.

1.6 TARGET GROUPS

- 1.6.1 The primary target group for the PARCS assessment is the Protected Area Manager, the highest ranking manager on-site in a Protected Area. Across the many countries in the PARCS assessment, a wide variety of individuals with a multiplicity of titles may act as PAM (e.g., regional officers, warden, senior warden). In order to identify the appropriate individuals for the assessment in each country, it was necessary to carefully examine organisational structures and job descriptions.
- 1.6.2 In some countries problems in Protected Area management may be a result of individuals who, at the directorate level, have little experience in such fields as management and planning. Hence, in countries where the PARCS Regional Manager and his/her core team representative deemed it possible and desirable, the assessment broadened to include the level of management above the PAM, i.e., Field Operations Director (FOD) at departmental headquarters.

- 1.6.3 It is also recognised that in many cases the job of PAM will eventually be filled by individuals immediately below this level (depending on organizational structures and the procedures of the organization). The Regional Manager and his/her core team representative may therefore have decided to include in the assessment, individuals directly below the PAM. In Tanzania, for example, there are senior wardens, wardens, and assistant wardens, so assistant wardens may be included in the assessment. In countries such as Zaire, where there are rarely managerial positions below the PAM, lower levels would not be included.
- 1.6.4 The categories of people who were asked to participate in the assessment are listed below:
- a Subordinates to the PAM (e.g., assistant warden) and other individuals who are likely to work as PAMs in the future
 - b Protected Area Manager (PAM);
 - c Officers senior to PAMs, and other individuals who have recently worked as PAMs
 - d Field Operations Director (FOD)
 - e Trainers/lecturers at wildlife institutions where PAMs receive training
 - f Research Officers

1.7 TARGET COUNTRIES

- 1.7.1 The PARCS assessment was intended to cover as many countries in eastern, central and southern Africa as possible. In this way, the end product should provide a comprehensive assessment of the training needs and opportunities over a sizeable part the continent.
- 1.7.2 Practical realities, however, inevitably dictated that in-depth assessments could only be done in some countries, limited assessments in others' and no assessments in yet others. In-depth assessments involved in-country site visits and followed the methodology described in this document. Limited assessments involved more cursory assessments, often conducted from outside the country using means available (limited use of the questionnaire through selective interviews and mailings, collection of baseline data through telephone interviews, literature searches, etc.).
- 1.7.3 The practical realities that dictate where assessments were conducted included, but were not limited to:
- a government cooperation
 - b USAID cooperation (for those countries being assessed with USAID funds)
 - c civil war/unrest
 - d relative importance placed on a country's biodiversity and protected areas vis a vis other countries in the region
 - e potential for follow-on activities
- 1.7.4 A preliminary categorization of countries was made. This was as follows:

EAST AFRICA

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

CENTRAL AFRICA

In-Depth Assessments: Cameroon, Congo, Rwanda, Zaire

Limited Assessments: Burundi, Central African Republic, Gabon

SOUTHERN AFRICA

In-Depth Assessments: Botswana, Malawi, Zambia, Zimbabwe

Limited Assessments: Mozambique, Republic of South Africa (training opportunities assessment only)

1.8 PRELIMINARY GROUNDWORK

- 1.8.1 Regional Managers arranged an initial meeting with a senior official, usually the Director, at Departmental headquarters. If there was a person responsible for training stationed at headquarters that person was also contacted. The initial meeting could be simply an informal one where the Regional Manager describes the PARCS project and requested information to be collected and appointments to be made in preparation for a more formal meeting.
- 1.8.2 At the formal meeting at headquarters, the following sorts of information was gathered:
- a organizational structure for the whole Department and, if available, for individual Protected Areas
 - b minimum requirements for, and descriptions of, the job of PAM, FOD, and other positions as appropriate
 - c training records
 - d in-service training programs (how often provided? who plans them? numbers of staff attending courses? financing? etc)
 - e formal wildlife training institutions used (who attends them? how many?)
 - f other training opportunities (workshops, seminars: who attends? how many? financing?)
 - g number of Departmental training officers (job descriptions?)
 - h training programs (annual budget, evaluations, constraints).
- 1.8.3 PARCS was intended to be conducted in an adaptive way, reflecting the needs and wishes of government programs and interests in training. The government (Department) was therefore invited to plan how PARCS was conducted for its country. At the formal meeting at HQ a briefing was given on how the PARCS assessment could be administered.
- 1.8.3.1 The preferred (PARCS) strategy for conducting the questionnaire was for the Regional Managers to hold interviews and discussions with PAMs and make site visits to directly observe Protected Area management. The Regional Managers however had to tailor their approach to individual country circumstances. ~~Options for conducting the questionnaire were to:~~
- a explain the questionnaire and have the PAM fill it out with the Regional Manager nearby to assist
 - b explain the questionnaire and leave it for the PAM to fill it out on his/her own time
 - c explain the questionnaire in a workshop and have PAMs fill it out individually
 - d mail out the questionnaire

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

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

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

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

a Strategic planning

b Development and compliance of policies, procedures, and standards

c Representation of organization and public relations

d Planning optimal deployment of well-motivated competent staff

e Development and achievement of operational plans and budgets

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

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

h Managing concessions in protected areas

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

SECTION 2

TRAINING NEEDS ASSESSMENT

2.1 INTRODUCTION

The primary focus of the PARCS training needs assessment in Tanzania were PAMs in the Wildlife Division (TWD) and the Tanzania National Parks (TNP). Although the Forestry Department is responsible for the management of some protected areas, it was not included in the survey as a recent assessment of training needs was undertaken in the preparation of a regional biodiversity project currently funded under the Global Environment Facility (GEF). Several sub-projects have been developed and include support to the Forest Faculty at Sokoine and the development of in-service training within the Forest Division.

At present Zanzibar has no national parks or marine parks, although there are plans to establish some sort of conservation area status for some forests and marine areas. Zanzibar was included in the PARCS survey in order to assess current skill levels in protected area management. The results of the survey in Zanzibar are presented in Annex 2.

2.1.1 Summary of Tanzania's Protected Area system

See Figure 1 for a summary of Tanzania's protected area system (IUCN 1992). In November 1992 the Udzungwa Forest Reserve was up-graded into a national park.

2.1.2 Protected Area authorities

All natural resources are administered by the Ministry of Tourism, Natural Resources and the Environment. Falling under the jurisdiction of this ministry is the Wildlife Division and five parastatals accountable to the Permanent Secretary through the Wildlife Division: Tanzania National Parks, Ngorongoro Conservation Area Authority (NCAA), Tanzania Wildlife Corporation, Serengeti Wildlife Research Institute, and the College of African Wildlife Management (CAWM). Please see Figure 2.

The organisational structure of TNP is shown in Figure 3. TNP has about 700 people working within the organisation.

The TWD has a Director of Wildlife and the following sections: Development and Management of Game Reserves; Research, Training and Extension; Anti-poaching/Law enforcement; Finance/Administration and Project Analysis and Planning. There are over 2500 staff members, most of whom are based in the field. The majority of game reserves are controlled and financed on a regional basis (regional projects), while seven areas of special importance are known as national projects and come directly under the management of the Wildlife Division (Wildlife Division 1991).

2.1.3 National conservation strategy and conservation objectives

The overall conservation goal of Tanzania is to integrate wildlife conservation with rural development, and to maintain a viable network of protected areas which will benefit rural people, meet the demands of future generations of Tanzanians and which will conserve the country's native flora and fauna (Wildlife Division 1991). Specific objectives of this strategy are:

- to create a representative sample of protected areas which include all important biomes of the country
- to improve protected areas management by creating a single management authority

Figure 1

SUMMARY OF PROTECTED AREAS

Map [†] ref.	National/international designations Name of area	IUCN management category	Area (ha)	Year notified
<i>National Parks</i>				
1	Arusha	II	13,700	1967
2	Gombe	II	5,200	1968
3	Katavi	II	225,300	1974
4	Kilimanjaro	II	75,575	1973
5	Lake Manyara	II	32,500	1960
6	Mahale Mountain	II	157,700	1985
7	Mikumi	II	323,000	1964
8	Ruaha	II	1,295,000	1964
9	Ruvundo	II	45,700	1977
10	Serengeti	II	1,476,300	1951
11	Tarangire	II	260,000	1970
<i>Game Reserves</i>				
12	Biharamulo	IV	130,000	1959
3	Burigi	IV	220,000	1980
14	Ibanda	IV	20,000	
15	Kilimanjaro	IV	90,000	
16	Kizigo	IV	400,000	
17	Maswa	IV	220,000	1969
18	Mkomazi	IV	100,000	1951
19	Mount Meru	IV	30,000	
20	Moyowosi	IV	600,000	1982
21	Rumanyika	IV	80,000	
22	Rungwa	IV	900,000	1951
23	Saidani	IV	30,000	1968
24	Selous	IV	5,000,000	1922
25	Ugalla	IV	500,000	1964
26	Umba	IV	150,000	1974
27	Uwanda	IV	500,000	1971
28	<i>Conservation Area</i> Ngorongoro	VIII	828,800	1959
11	<i>Forest Reserve</i> Udzungwa	IV	120,000	1959
<i>Biosphere Reserves</i>				
	Lake Manyara National Park	IX	32,500	1981
	Serengeti-Ngorongoro	IX	2,305,100	1981
<i>World Heritage Sites</i>				
	Mt Kilimanjaro National Park	X	75,575	1987
	Ngorongoro Conservation Area	X	828,800	1979
	Selous Game Reserve	X	5,000,000	1982
	Serengeti National Park	X	1,476,300	1981

Category VIII forest reserves are neither listed nor mapped.

[†]Locations of most protected areas are shown on the accompanying map.

**ORGANISATIONAL CHART OF WILDLIFE MANAGEMENT
BY GOVERNMENTAL AND PARASTATAL AUTHORITIES IN TANZANIA**

Figure 2

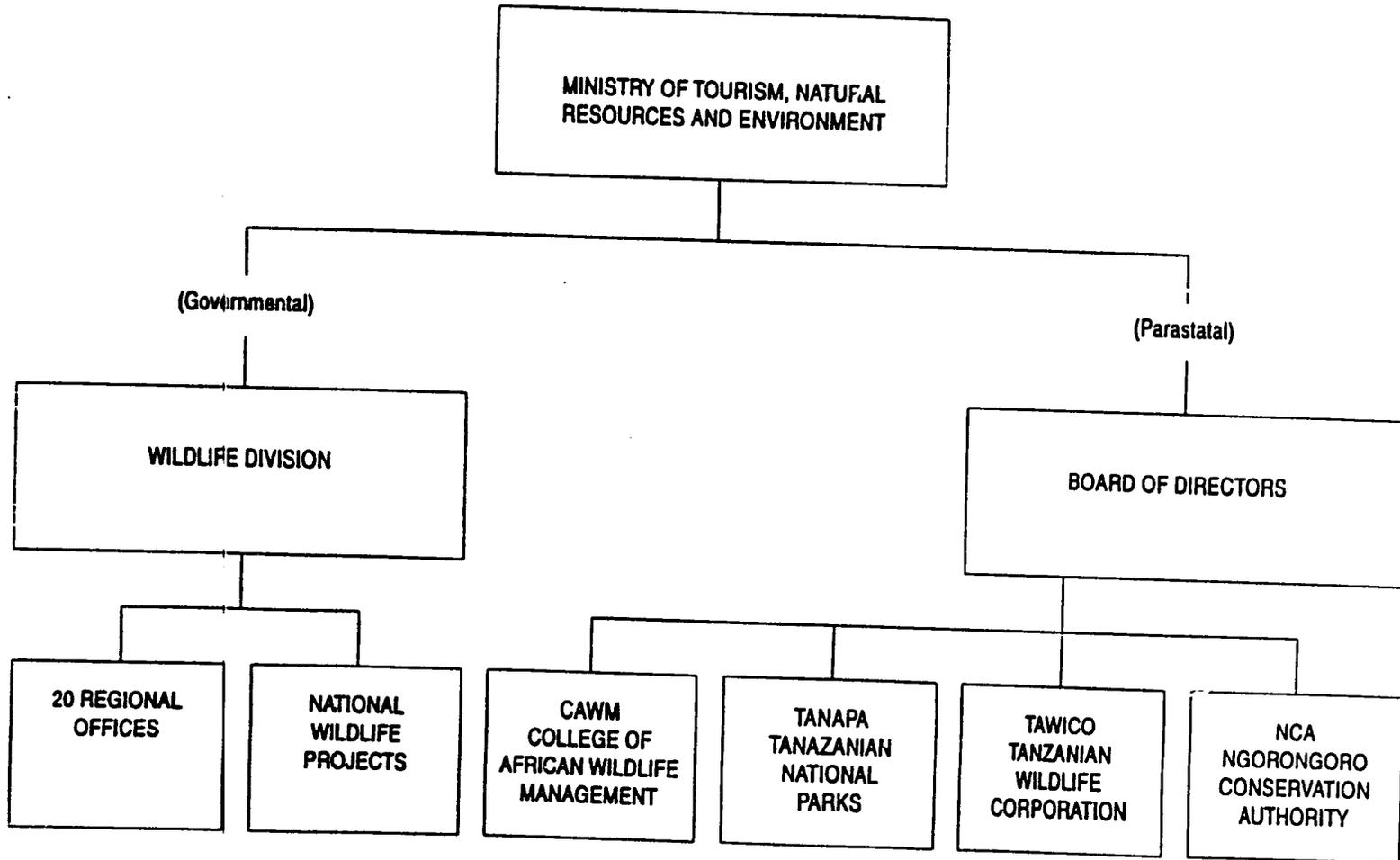
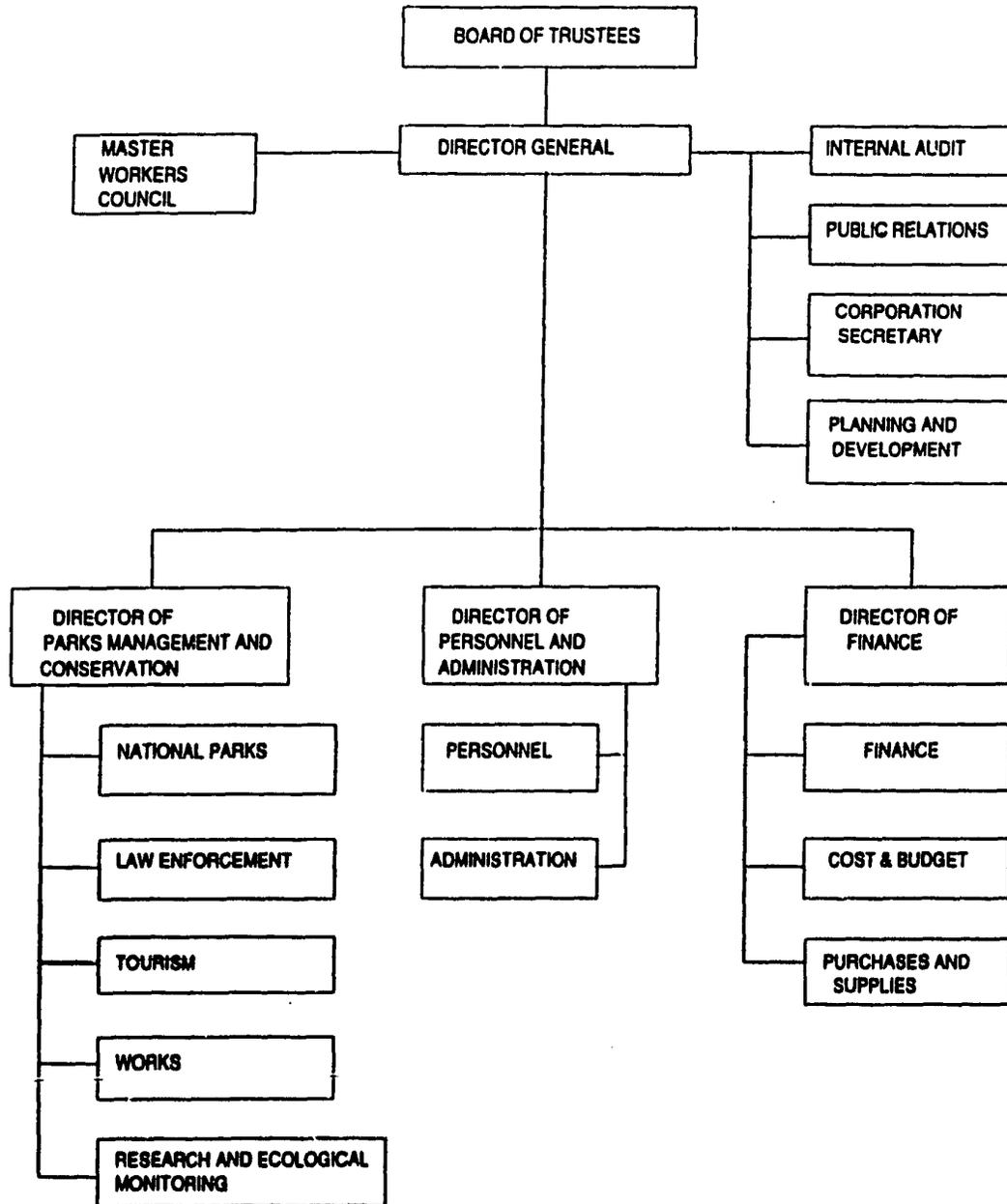


Figure 3

TANZANIA NATIONAL PARKS
Approved Organisation Structure



- to set aside wildlife management areas where wildlife utilisation schemes directly benefit village communities and the private sector
- to develop a wildlife industry based on tourism, safari hunting, game ranching/farming and village wildlife schemes

The Tanzania National Parks mandate as stated in the Draft National Policies for National Parks in Tanzania, September 1992 is:

- "to manage and regulate the use of areas designated as national parks by such means and measures to preserve the country's heritage, encompassing natural and cultural resources, both tangible and intangible resource values, including fauna and flora, wildlife habitat natural processes, wilderness quality, and scenery therein and to provide for human benefit and enjoyment of the same in such manner and by such means as will leave them unimpaired for future generations."

2.1.4 Existing training programmes

2.1.4a TWD

2.1.4a.1 The Wildlife Division has a section 'Research, Training and Extension' which is responsible for developing a training programme on behalf of the whole department and also for coordinating some training activities for TNP and NCAA staff. Training within TWD is currently provided at four levels:

1. Ranger training at Pasiansi Wildlife Training School. This lasts for one year and TNP, TWD and NCAA all use the facility
2. Assistant Game Officer level training at the certificate course at Mweka. 2 years. 'O' level entry requirements.
3. Assistant Game Officer level training at the diploma course at Mweka. 2 years. 'A' level entry requirements
4. Warden training at university level - usually the Zoology and Wildlife Ecology BSc course. 3 years. For 'A' level or diploma holders.

2.1.4a.2 TWD has a manpower development/training plan up to 1999/2000 which includes training at the four levels listed above but which is unlikely to be fully implemented with the funds presently available for training. Built into the plan are a variety of proposed courses including a diploma in journalism, veterinary science and law degrees, pilots' licences, ballistics and zoo management. Funds for training are made available through the Manpower Division and Central Establishment and in 1992/93 the funds received for training were 8 million shillings (US\$ 20,000) and represented 2.3% of the TWD annual budget.

2.1.4a.3 In December 1992 TWD had the following staff being trained:

● Pasiansi			<u>68</u>	
● Mweka	Diploma	I	2	- down on usual amount
		II	8	
	Certificate	I	2	- down on usual amount
		II	12	
● Dar Univ	Year	1	6	
		2	3	
		3	1	
● External	MSc course		2	

2.1.4a.4 TWD keeps records of the training all staff, above the position of Game Assistant (n=153), have received as well as conferences/seminars which have been attended as these are considered to be part of training. There is no in-service training programme other than the provision of formal training. After receiving training at the certificate/diploma/degree level all staff are bonded for five years.

2.1.4a.5 There are currently several donor-funded projects providing support to protected area authorities and many of these include training components. Project training programmes are usually undertaken by providing formal training (both within and outside Tanzania), study tours, short courses and on-the-job training. Little focus is placed on establishing an in-service training capacity. TWD does not track the funds available for training through these projects.

2.1.4b TNP

2.1.4b.1 In the past training records were not kept by Tanzania National Parks and no in-service training programme was in place. The funds made available for training were used to support students at Mweka and in some cases at the University of Dar es Salaam. Following an organisational restructuring the responsibility for training now falls under the Director of Administration and Personnel. This post was filled for the first time in 1992 and after the present incumbent's appointment a training and development programme was developed in order to introduce more modern management. Its implementation was approved by the TNP board. A training plan was developed (see Annex 3) and is currently being implemented. TNP set aside 16 million TZ shillings (US\$ 40,000) which represented 1.6% of the TNP recurrent budget to fund some sections of the plan, and requested external donor assistance with out-of-country activities. TNP expressed an interest in being involved in the PARCS project as it was appreciated that the results could be useful in drawing up a subsequent plan. TANAPA has recently appointed an officer within the administration department who is focusing on manpower development, developing a training plan and seeking funds for its implementation.

2.1.4c Short Course

One initiative - the Wildlife Conservation Management Training Program - run by the Smithsonian Institute in Tanzania should be mentioned. This 6 week course was run in 1991 and 1992 and sought to teach PAMs from the various wildlife authorities an extremely broad spectrum of skills, from computer use, proposal writing, basic ecology, to censusing populations, planning research programmes and community conservation. The course coordinators tried to build in follow-up support to participants, by seeking funds for project proposals. Several of the participants expressed a feeling that the course tried to cover too much and was taught in isolation of their organisations' needs. The course coordinators hope to offer the course again in Tanzania and this would provide an opportunity for those responsible for training within TWD and TNP to ensure that the most appropriate staff members are targeted, and that the course addresses training needs within the agencies.

2.1.5 In-country PAM profile

Most PAMs within TWD and TNP enter the organisations after leaving school (and having undertaken national service). Within TNP 'park cadets' are posted to work in a national park for up to one year, before being offered a place at Mweka to undertake a certificate or diploma course. TWD 'game assistants' usually go straight to Mweka - without undergoing a period of field work first. In some cases top graduates of Pasiansi Wildlife Training School (ie ranger and game scout level) may win a place on the certificate course at Mweka and continue their career development up to a warden.

Neither TNP or TWD had job descriptions available for their PAM positions.

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 training needs assessment was undertaken through several methods in Tanzania:

- 2 questionnaires were completed by TNP wardens and 2 TWD staff during visits to the AWF offices in Nairobi.
- 40 questionnaires were mailed out to PAMs and RMs working for the TWD.
- A workshop was held in Nairobi in early September 1992 and was attended by 8 TWD researchers and headquarters staff. The questionnaire was explained during the workshop and completed afterwards. A discussion about training needs was also held.
- A workshop was held at Lake Manyara National Park on 20 January 1993 and attended by 8 participants from TNP including Chief Park Wardens and wardens from four of the northern parks. After opening remarks from the Director of Personnel and Administration, the participants completed the questionnaires. A post-questionnaire discussion was held.
- A workshop was held with staff from the Zanzibar Forestry and Fisheries Departments on 6 October 1992 and 6 questionnaires were distributed.
- The AWF Community Conservation Project officer, working as a technical advisor within TNP, distributed questionnaires to TNP wardens during his visits to the southern and western parks.

2.2.2.2 A total of 47 PARCS questionnaires were completed for Tanzania.

2.2.3 FODs comments on training needs

2.2.3a TWD

2.2.3a.1 An interview was held with the Section Head for Research, Extension and Training. He felt that the important training needs for TWD PAMs are:

- refresher courses in technical knowledge areas
- community conservation methodologies
- general environmental conservation training
- specific technical training (eg pilot licence, remote sensing) for some staff

2.2.3a.2 He felt that refresher courses would be a good method for covering certain subjects and that they would be good for staff motivation. He mentioned that these were not currently built into the long-term training/manpower development plan for TWD. He stressed that study visits outside the country and formal training opportunities in Europe or the US were very motivating.

2.2.3b TNP

2.2.3b.1 The Director of Parks Management and Conservation at TNP felt that PAMs (Chief Park Wardens) should hold MSc degrees as minimum requirements and that formal training was the best method for providing field staff with technical skills. He felt that in-service training was an appropriate method for training non-wildlife TNP staff in basic ecology etc, so that they had an overall understanding of the mission of the organisation. He stressed the importance of induction training for all recruits, particularly in areas of policy and procedures. The TNP FOD expressed the view that there was expertise for training available, and that TNP had a training plan, all that was needed was funds to implement it. There was a clear difference in perception in TNP between the FOD and PAMs about approaches and the efficacy of in-service training.

2.2.3c Both FODs identified human resource development and executive management as training needs for their own posts.

2.2.4 Analysis of Questionnaire

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

- a Data sheet A: for recording 'Accountabilities & Responsibilities' additional to those associated with each Main Division of the Job.
- b Data sheet B: for recording scores of 'Knowledge' skills (both the score which respondents considered to reflect the skill level required to do the job of a PAM, and the score which respondents considered reflected PAMs levels).
- c Data sheet C: for recording responses to statements on 'Mental & Social' skills.
- d Data sheet D: for recording responses to the three 'Attitudes' questions.
- e Data sheet E: for recording responses to knowledge of local languages and use of computers.
- f Data sheet F: for listing the three training priorities identified by respondents linking them to the 16 Competencies and 11 Main Divisions of the Job in the questionnaire. Sheet F is also used to list the form of training considered best to address each training priority.

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

2.2.5 Gender

The question related to gender was added to the questionnaire in December 1992 and so some respondents did not have an opportunity to provide this information. There are very few women working with TNP and TWD although some do hold senior posts eg. Chief Park Warden within TNP.

2.3 RESULTS

The results of the PARCS survey in Tanzania are presented below. A short paragraph follows each set of results and provides a brief interpretation of those results within the Tanzanian 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 questionnaires completed by 27 PAMs and Asst. PAMs. from the two participating organisations.

2.3.1 Data Collection Table (Table 3)

The methods for collecting data for each organisation are outlined in the tables below.

Tanzania Wildlife Division (TWD)

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM			3					1	4
2 PAM			1					6	7
3 RM		1						4	5
4 FOD (for PAMs)									
5 FOD (for own job)									
6 Trainer									
7 Researcher		1	5	3					9
8 Field associate								1	1
9 Private Sector PAM									
Total		2	9	3				12	26

Total sample: n=26

Tanzania National Parks (TNP)

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM		2		4		3			9
2 PAM				4		3			7
3 RM									
4 FOD (for PAMs)									
5 FOD (for own job)						1			1
6 Trainer									
7 Researcher						1			1
8 Field associate						1			1
9 Private Sector PAM									
Total		2		8		10			20

Total sample: n=20

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

Information sheets were not collected for any protected areas.

2.3.3 Respondents' Years in Service/Years as a PAM

Although not all respondents completed the questionnaire for both parts of the question, the data provided on the numbers of years they had served in service and the numbers of years in which they had been a PAM are tabulated below.

Organisation	1-5 yrs		6-10 yrs		> 10 yrs	
	Service	PAM	Service	PAM	Service	PAM
TWD	2	3	1	4	8	1
TNP	4	3	3	3	7	2

Both organisations had a broad spectrum of years during which staff had been serving. The table indicates that staff can expect to be a PAM within about 6-10 years of service.

2.3.4 Validation Analysis for Knowledge

2.3.4.1 Additions and Deletions to Accountabilities and Responsibilities

See Annex 4 (PARCS 2.3.4a) for additions.

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

To check the validity between PAMs' and PARCS' score for 'Knowledge' skills (columns 2-7, rows A-K in the questionnaire), an analysis was conducted which compared the scores given by PAMs in the left hand box of questions 1-64 under 'Knowledge' with those of PARCS. A positive difference in score indicated that PAMs considered the level of knowledge required to perform a given skill is lower than the level considered appropriate by PARCS. Negative values indicated that higher levels of knowledge are required. An average score was then calculated.

The scores for this were:	TWD	84%
	TNP	92%

This meant that overall Tanzanian PAMs considered the knowledge levels suggested by PARCS as very relevant to their situation and an appropriate standard of comparison for the rest of the analysis.

Where there was disagreement respondents felt that PARCS had mostly ranked the knowledge levels thus:

	TWD	TNP
Technical	Mixed	Over
Management	Under	Under
Planning	Under	Under
Legal	Under	Under
Policies and Procedures	Under	Over
Financial and Accounting	Under	Under

The above results reflect the different perspectives of the two organisations and the roles of the respondents. They mostly stated that high skill levels were needed in all the sections of knowledge except Policies and Procedures and Technical Knowledge. This probably reflects the recent paucity of on-going training and support for the TWD and TNP staff and the perception that there needs to be skills training within the organisations.

For readers interested in knowing which specific questions respondents felt PARCS had significantly (under 50% agreement) under scored these are given below:

19. Some knowledge of human resources techniques and their application as appropriate (eg job evaluation, salary structuring, training needs analyses) (TWD and TNP)
36. Some knowledge of development of research plan for the protected area (TWD and TNP)

The questions where TWD staff felt PARCS had significantly over scored were:

46. In-depth knowledge of legal aspects of collecting/exporting materials and specimens
47. In-depth knowledge of the legislation regarding protected areas

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

A 'Gap Analysis' was used to compare PAMs and Asst PAMs 'Knowledge' scores against PARCS' scores. This was designed to give an indication of the difference between PAMs and Asst PAMs perceived skill levels and skill levels deemed necessary by PARCS. The results are shown in Annex 5 (PARCS 2.3.5a). Each of the six sets of histograms, representing the six competencies under 'Knowledge', show the differences in scores between PAMs and Asst PAMs and PARCS. Negative values indicate the PAMs' and Asst PAMs' skill is higher than that required for the job; positive values indicate the a training need, and zero values indicate exact agreement between PAMs and Asst PAMs and PARCS as to required knowledge. The greater the difference between PAMs' and Asst PAMs' and PARCS' positive scores, the greater the training need in that competency.

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

2.3.5.1 General Results

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

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

Skill	% PARCS Standard	
	TWD	TNP
Technical Knowledge	82	41
Management Knowledge	40	30
Planning Knowledge	75	50
Legal Knowledge	56	56
Policies & Procedures knowledge	90	70
Financial Knowledge	67	33

Total sample: n=46 (TWD=26, TNP=20)

(Asst PAMS & PAMS combined n: TWD=11, TNP=16)

TWD: Policies and Procedures emerges as the competency with the highest percentage. The scores are high for Technical Knowledge and Planning Knowledge as well.

TNP: Policies and Procedures emerges as the top training need. Legal Knowledge and Planning Knowledge are also identified.

It is perhaps not surprising that Policies and Procedures is an area where PAMs feel they need training. To work effectively a job holder must be fully aware of the organisation's policies and procedures. Many protected area authorities lack up-to-date procedure manuals and this training need has been reflected throughout the PARCS survey. The need for planning skills is consistent with the level of responsibility PAMs have within their protected area.

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

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

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

Skill	TWD				TNP		
	PAM n=11	RM n=5	RE n=9	FA n=1	PAM n=16	RE n=2	FA n=1
Technical Knowledge	0	0	0	53	12	12	0
Management Knowledge	0	0	0	20	0	0	0
Planning Knowledge	0	0	0	50	8	25	0
Legal Knowledge	0	0	0	22	11	0	11
Policies & Procedures knowledge	40	0	10	100	70	40	0
Financial Knowledge	17	0	0	83	17	17	0

Total sample: n=46 (TWD=26, TNP=20)

TWD: The above results show that there are overall PAMS perceive that they do not significant training needs. The main need is in the subject areas Policies and Procedures. The above table also includes data from a regional officers (RM), researchers (RE) and a Field Associate (FA) ie target validators. There is general concurrence between the other staff within TWD. However, the Field Associate feels that there are significant training needs across all competencies. This is a common finding across the PARCS survey.

TNP: These results again cite Policies and Procedures as an area with great training needs, but also indicate that PAMs feel that they have significant training needs in the area of Financial Knowledge and Technical Knowledge. Researchers would also include Planning Knowledge. The Field Associate does not feel that there are significant training needs in TNP.

The 'gap analysis' results can also be looked at from the perspective of the main divisions of the job as shown in table 7.

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

Skill	TWD				TNP		
	PAM n=11	RM n=5	RE n=9	FA n=1	PAM n=16	RE n=2	FA n=1
A = Staffing	0	0	0	17	17	17	0
B = Infrastructure	17	0	17	17	17	0	0
C = Finance/accounts	0	0	0	75	0	0	0
D = Tactical plans	0	0	0	50	0	0	0
E = Laws and Regulations	0	0	0	80	20	0	0
F = Visitors	14	0	0	71	43	29	0
G = Interventions	0	0	0	80	20	40	0
H = Community Conservation	25	0	0	75	25	25	0
I = Research	0	0	0	50	17	0	17
J = Public relations	14	0	0	29	29	14	0
K = Resource conservation	0	0	0	50	0	25	0

Total sample: n=46 (TWD=26, TNP=20)

TWD: This table shows that wardens feel there are only four main divisions of the job where they have significant training needs ie

- Community Conservation (H),
- Infrastructure (B),
- Visitor Services (F)
- Public Relations (J).

However the Field Associate feels that there are training needs in all main divisions of the job.

TNP: TNP staff perceive that they have significant training needs in several main divisions of the job - most notably the following seem important:

- Visitor Services (F)
- Public Relations (J)
- Community Conservation (H)
- Laws and Regulations (E)
- Interventions (G)

Researchers would also include Resource Conservation.

Community conservation and public relations are very interlinked and it is interesting that both organisations feel that they need to strengthen their skills in this area. TNP already has a Community Conservation Service in place, which is probably why it ranks lower on the TNP list than the TWD list. Although Tanzania attract many visitors to its national parks and to some game reserves, the organisations have not placed major emphasis on developing visitor services and this is clearly felt as a lack by the PAMs.

2.3.5.2 Specific Results

The general results have shown that most respondents perceive that they have training needs in certain competencies and this is confirmed by input from other colleagues and the Field Associates. The data analysis can show where the significant training needs, ie those with a score of 2 or 3(*), occur. For readers interested in this specific information, each competency is examined below and the areas where significant training needs for at least 25% of the respondents were found are detailed. Annex 5 presents the gap analysis data in histogram form.

a. Technical Knowledge (Wildlife/Tourism)

Training needs (ie scores >0) were identified for all 17 skills (Column 2, Rows A-K) under Technical Knowledge by both TWD and TNP respondents. The greatest needs (scores ≥2) were identified in:

TWD	TNP	-- knowledge of visitors expectations
TWD	TNP*	-- protected area infrastructure techniques and site design
TWD*	TNP*	-- interaction between tourist and local areas
TWD	TNP*	-- interventions needs, techniques and implications
-	TNP	-- knowledge of research methodologies
TWD	TNP*	-- context of the protected area in the regional/national/global arena
TWD*	TNP*	-- types, locations, trends and requirements of important natural and cultural resources in the protected area
-	TNP*	-- types, locations, trends and requirements of threatened and endemic fauna and flora and the key species of the ecosystem
-	TNP	-- knowledge of surveys and monitoring techniques

(* = score of 3)

The above list covers a range spectrum of knowledge skills. All are skills which may be covered in a formal training course (eg at Dar es Salaam University or Mweka) but which will need to be reinforced within the context that a warden finds himself working. These provide a good example of the kind of knowledge skills which an in- service training programme could be designed to cover.

b. Management Knowledge

Training needs (ie scores >0) were identified for 8 out of 10 Skills by TWD respondents and all of the 10 skills for TNP respondents (Column 3, Rows A-K) under Management. The greatest needs (scores ≥2) were identified in:

- TNP -- knowledge of management of accommodation and catering facilities under protected area jurisdiction
- TNP -- knowledge of protected area vs people conflict management

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

c. Planning Knowledge

Training needs (ie scores >0) were identified for 11 out of 12 Skills by TWD respondents and all of the 12 skills for TNP respondents (Column 4, Rows A-K) under Planning. The greatest needs (scores ≥2) were identified in:

- | | | | |
|-----|------|----|---|
| TWD | TNP* | -- | knowledge of techniques in developing long and short-term visitor plans |
| - | TNP | -- | how to develop and implement protected area management objectives |
| - | TNP | -- | how to develop and maintain a protected area management zoning system |
- (* = score of 3)

In many protected area authorities planning is often perceived as a separate activity undertaken by a discrete unit and this is presently the case within the TWD and TNP. However both units have worked with PAMs in the development of protected area management plans and increased skill levels in this way. However, planning does not just involve the development of management plans and TWD and TNP respondents do recognise a need for further training in general planning skills - although this need is not as high as that identified by other countries in the East Africa region.

d. Legal Knowledge

Training needs (ie scores >0) were identified for all 9 of the skills by TWD respondents and for 8 by TNP respondents (Column 5, Rows A-K) under Legal. The greatest needs (scores ≥ 2) were identified in:

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

(* = score of 3)

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

e. Policies and Procedures Knowledge

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

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

(* = score of 3)

The development of the Policies and Procedures for an organisation is usually the responsibility of the more senior decision makers. However PAMs in many cases need to be familiar with both policies and procedures to allow them to be effective in the field. The size of the above list, covering all of the 10 main divisions of the job, confirms the findings in 2.3.5.1 that this competency is one of the most important areas where TWD and TNP should focus in future training programmes.

f. Financial Knowledge

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

TWD	TNP	--	record keeping for financial disbursements to local communities
TWD*	TNP*	--	records of resources used or resources shared (both financial and in-kind distributions) with local communities
-	TNP	--	budget and allocations for research activities

(* = score of 3)

With the recent approval of the concept of revenue sharing by the TNP board, wardens are very aware of the need to track any form of benefit sharing with local communities. This will be very important for TNP as it seeks to show that wildlife and protected areas can have a positive impact on neighbouring communities. It is likely that both organisations could benefit by interacting over the development of 'benefit sharing' tracking systems.

2.3.5.3 Biomes

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

2.3.6 Validation Analysis of Social & Mental Skills

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

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

The scores for this were:	TWD	91%
	TNP	84%

The high scores recorded indicate that there was good agreement that the mental and social skills described by PARCS were relevant protected area managers in Tanzania.

2.3.6.2 'No' Response by PAMs and Asst PAMs

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

- B 12 - giving clear instructions to staff and contractors (TWD)
- B 13 - writing specification orders and instructions to a third party (TNP)
- B 14 - gaining the cooperation of suppliers and subcontractors (TWD, TNP)
- D 12 - presenting plan and budget (TWD)
- D 14 - selling plan and budget convincingly (TWD, TNP)
- E 10 - having flexibility to reach compromises which respect objectives of the law (TNP)
- E 11 - balancing and evaluating needs of the involved parties in spirit and letter of the law (TNP)
- E 14 - gaining cooperation of wrong doers (TWD, TNP)
- F 11 - evaluating options and selecting courses of action regarding visitor services (TNP)
- F 13 - preparing interpretive materials (TWD, TNP)
- F 14 - dealing with dissatisfied visitors (TWD, TNP)
- G 10 - designing interventions to meet specific needs (TNP)
- G 11 - selecting appropriate intervention programmes and evaluating their success (TNP)
- G 12 - giving clear instructions on technical intervention procedures (TNP)

- G 13 - writing clear reports explaining intervention, its success, failure etc. (TNP)
- H 14 - having cultural sensitivity (TNP)
- I 9 - determining causes of why research programme is not to timetable (TNP)
- I 13 - ensuring research reports are comprehensible to lay people (TNP)
- J 11 - selecting materials appropriate for each meeting (TWD)
- J 13 - preparing press releases (TNP)
- J 14 - building up and maintaining network of contacts for information on all important/relevant meetings and events (TWD, TNP)
- K 10 - developing methods to achieve management zone objectives (TNP)
- K 14 - working with local communities and other concerned parties during resource conservation plan development and implementation (TWD, TNP)

This is an extensive list. Clearly TNP staff see a separation in the responsibilities of research (ecological monitoring) and overall park management. The list also reflects that PAMs do not feel an overall responsibility for visitor satisfaction and this is probably linked to the need for training in this particular area of park management.

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

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

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

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

Skill	Percentage (%)	
	TWD n=11	TNP n=16
Comprehension	27	24
Problem Analysis	29	32
Creativity	29	38
Evaluation	28	44
Oral	20	21
Written	26	38
Working with Others	22	30

Total sample: n=46 (TWD=26, TNP=20)

TWD: 1. Problem Analysis and Creativity, 2. Evaluation, 3. Comprehension
 TNP: 1. Evaluation, 2. Creativity and Written Skills, 3. Problem Analysis

Written Skills, Creativity, Problem Analysis and Evaluation emerge as the top four skills in which PAMs feel they have low skills. For many PAMs the need to have written skills is obvious as report writing is one of the main methods of communication between a remote protected area and the headquarters. Problem Analysis, Creativity and Evaluation are related skills and the results here recognise that respondents feel a need to gain skills that allow them to understand the causes of problems, implement proposed solutions and have the skills to evaluate if the response was effective.

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

Skill	Percentage (%)	
	TWD n=11	TNP n=16
A = Staffing	14	20
B = Infrastructure	25	29
C = Finance/accounts	24	25
D = Tactical plans	30	28
E = Laws and Regulations	19	29
F = Visitors	18	29
G = Interventions	39	41
H = Community Conservation	32	40
I = Research	45	44
J = Public Relations	25	45
K = Resource Conservation	15	18

Total sample: n=46 (TWD=26, TNP=20)

TWD: 1. Research 2. Interventions 3. Community Conservation 4. Tactical plans
 TNP: 1. Public Relations 2. Research 3. Interventions 4. Community conservation

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

2.3.8 Analysis of Attitudes

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

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

These are shown as competencies 15, 16 and 17 in the questionnaire. This part of the questionnaire required written responses. The PAMs responses were analysed on the basis of their years of experience in protected area management. A list of typical responses from across the whole PARCS project was drawn up and given a reference number (see annex 6). Individual responses were categorised by these number and those given for the various groups in Tanzania are listed below.

a Methods to Instil Work Ethics

- A 1 Referring staff regularly to administrative orders or codes of work conduct and behaviour in staff meetings/seminars (TWD, TNP)**
- A 2 Showing hard work and dedication through example (TWD, TNP)**
- A 3 Ensuring objectives of the organisation are explained to staff (TNP)**
- A 4 Acknowledging good work in others while positively criticising bad work (TNP)**
- A 5 Showing tolerance to others' point of view (TNP)**
- A 6 Showing understanding when taking disciplinary measures (TWD, TNP)**
- A 7 Providing attentive supervision to staff's work, especially when new responsibilities are given (TWD, TNP)**
- A 8 Developing performance appraisal schemes (TWD, TNP)**
- A10 Cultivating good working relationships which creates rapport for instruction (TWD)**
- A11 Ensure that staff are suitably equipped as regards their training and tools needed to perform efficiently (TWD, TNP)**

b Methods to Instil Commitment to Conservation

- B 1 Showing dedication to national, regional and local conservation objectives (TWD, TNP)**
- B 2 Explaining to staff the value of conservation by conducting regular in-service refresher courses on conservation ethics (TWD, TNP)**
- B 3 Demonstrating the importance of conservation to human needs (TNP)**
- B 4 Becoming involved in extension conservation activities, especially school groups/wildlife clubs (TWD, TNP)**
- B 5 Participating in the design, implementation and analysis of effective law enforcement programmes (TWD, TNP)**
- B 8 Providing incentives for conservation staff especially the wardens who are lowly paid for outstanding performance etc so as to motivate them (TWD, TNP)**
- B10 Studying past conservation efforts and plans and learning from experiences of others and causes of their successes and failures (TWD)**

c Methods to Instil Healthy Attitudes to Adjacent Communities

- C 1 Accepting the validity of community participation in protected area management (TWD, TNP)**
- C 2 Listening to, and demonstrating willingness to, understand community problems (TNP)**
- C 3 Instructing staff on the value of harmonious relations with adjacent communities to the conservation objectives of protected areas (TWD, TNP)**

- C 4 Taking an active role in conflict resolution (eg problem animal control) (TWD, TNP)
- C 5 Taking opportunities to provide employment for local communities as appropriate to the conservation objectives of the protected area (TWD, TNP)
- C 6 Maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area (TWD, TNP)
- C 7 Seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives (TWD)

2.3.8.2 Tanzania provided a wide array of responses. This demonstrates a good understanding amongst Tanzanian protected area managers of how to inspire positive attitudes in staff under their supervision. Interestingly the analysis of the ranges of responses by length of service did not reveal any major differences in TNP respondents, but long serving officers within TWD offered more options.

2.3.9 Language Skills of PAMs and Asst PAMs

Table 10: Language Skills of Respondents expressed as percentages

Organisation/Department	n	Y	N	B
TWD	11	64	27	9
TNP	16	88	13	-

Total sample: n=46 (TWD=26; TNP=20)

The ability to communicate effectively with community leaders is seen by PARCS as an important asset for PAMs to have. At least 64% of the respondents spoke a language understood by adjacent communities and up to 88% of TNP PAMs did. These high figures reflect the fact that Kiswahili is widely spoken - they may not reflect accurately whether wardens are able to speak the primary language spoken by local communities but it does at least show that communication can be established. The 'no' responses probably reflect PAMs who have responded with reference to the vernacular language of local communities.

2.3.10 Computer Skills

Table 11: Respondents computer use and skills

Organisation/Department	n	Y	N	B	WP	AC	DA
TWD	11	36	64	-	*	*	**
TNP	16	13	88	-	*		

Total sample: n=46 (TWD=26; TNP=20)

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

2.3.11 Training Needs Identified by Respondents

Respondents were asked to identify their three greatest training needs - see table 12.

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

TWD	TNP
Management	Technical
Legal	Planning
Planning	Policies and Procedures
Technical	Management

These findings are not consistent with the results of the 'gap analysis' where Policies and Procedures emerged as the main competency with training needs for both organisations.

The findings are consistent with respect to Technical Knowledge and Planning Knowledge as competencies needing further training. However, what is interesting is the citing of Management as a necessary skill. This confirms the perceptions of the Field Associates (2.3.5.1) that these skills are needed. The fact that this did not emerge in the 'gap analysis' as a major training need indicates that PAMs feel they already have some skills in this area and only have small training needs.

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

2.3.11.2 The main divisions of the job cited were:

TWD
Research (I)
Resource conservation (K)
Finance/accounts (C)
Staffing (A), Infrastructure (B), Tactical plans (D), Visitors (F), Community conservation (H)

TNP
Community conservation (H)
Staffing (A)
Finance/accounts (C)
Public relations (J), Resource conservation (K)

Community conservation and public relations (for TNP respondents) are the only main divisions of the job which overlap with the results of the 'gap analysis'. Many of the TNP respondents included the need for training in community conservation and human resources development (staffing) as training needs priorities.

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

MAIN DIVISIONS	COMPETENCIES																	Totals	
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Blank		2	4	3	4														13
A	1																		1
B	1																		1
C																			
D	1																		1
E																			
F	1																		1
G																			
H	1																		1
I	2																		2
J																			
K	2																		2
Totals	9	2	4	3	4														22

Total sample: n=26

Assx PAMs & PAMs combined: n=11

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

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank		3	4	4	1													12
A			4	2	2	3												11
B		1																1
C	1			1		1	2											5
D				1														1
E																		
F		1																1
G		2				1												3
H		6		2	1	3	1											13
I		1																1
J		1				3												4
K		3		1														4
Totals	1	18	8	11	4	11	3											56

Total sample: n=20

Asst PAMs & PAMs combined: n=16

2.3.12 Training Received

Table 13: Training Received (PARCS No. 2.3.12) - TWD

	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=26

Asst PAMs & PAMs combined: n=11

Table 13: Training Received (PARCS No. 2.3.12) - TNP

	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	•				

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

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

PAMs in Tanzania have received training in several ways. The only major differences in the tables is the lack of in-service training for TWD staff. Although TNP staff have received some in-service training this surprisingly has not been in Technical or Management Knowledge.

2.3.12.2 Years since Formal Wildlife Training Received (Table 14)

	TWD	TNP
0-2	37%	25%
3-5	26%	25%
6-10	37%	19%
> 10	-	25%
'no date'	-	6%

These results correlate with the data presented in 2.3.3. Most PAMs either enter the service with formal training, or they receive it within their first few years of service.

2.3.12.3 Formal Training Received that is Relevant to Job of PAM

The following formal training as listed training that had been received that was relevant to the job of PAM

Type of training	Institute of training
Diploma in Wildlife Management	Mweka Wildlife College - Tanzania Bogor Institute - Indonesia Cwaka Agricultural College - South Africa
Certificate in Wildlife Management	Mweka Wildlife College - Tanzania Paddington College - (location unspecified)
Bachelor of Science in Wildlife Management	Dar-es-Salaam University - Tanzania
Master of Science	Dar-es-Salaam University - Tanzania
Certificate in Law	Dar-es-Salaam University - Tanzania
Certificate in Wildlife Conservation	Smithsonian Institute - (location unspecified)
Certificate in Forestry	Forestry Training Institute - Arusha, Tanzania
Postgraduate Diploma in Education	Wolverhampton Polytechnic - UK

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

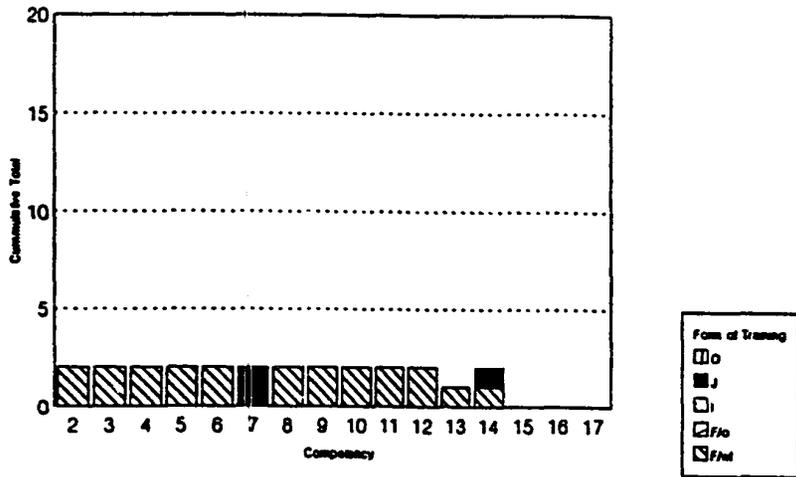
It is expected that with increased job experience, PAMs perceptions of various types of training and how they contribute to skills development are likely to change. The results for each group are presented in Figure 5.

Not surprisingly new recruits entering TWD and TNP with a formal qualification/s find that this contributes most to their skill levels across all competencies. In addition where in-service training is given (TNP) this is also considered significant.

PAMs who have been serving for 6-10 years find that the skills they have learned through on-the-job training are the most important for the role of a PAM. This is particularly true for mental and social skills (8-14). In many cases it might be possible to structure on-the-job training into an in-service training programme using experienced PAMs to act as mentors to younger staff members. PAMs could receive training in how to under take in-service courses at field level. This kind of approach would allow one of TWD's and TNP's main resources - experienced field wardens - to feed into, and reinforce, the institutional memory of the organisation.

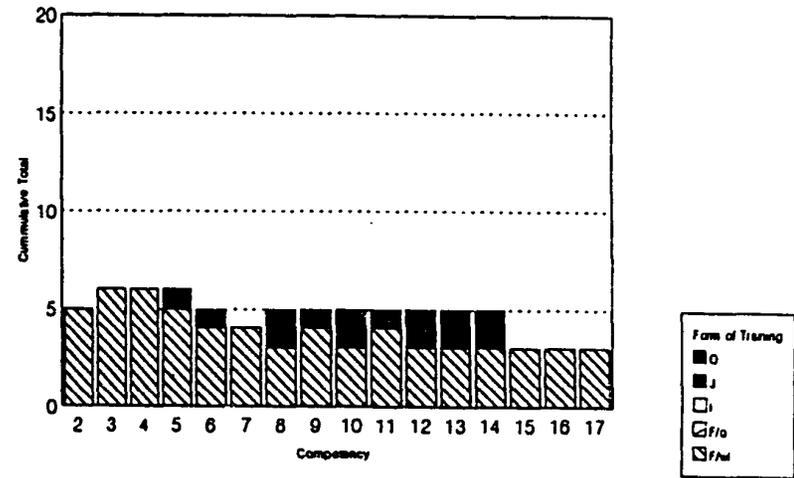
The pattern of most useful training for the long-term employees, who have presumably risen to senior positions, is somewhat different. Although on-the-job training is still important, formal wildlife training becomes important again as well as other types of training eg the attendance at seminars, workshops or short courses. This finding has implications for the need for refresher courses - PAMs are having to draw upon formal wildlife knowledge learnt many years ago. Perhaps an in-service training programme could meet this need?

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



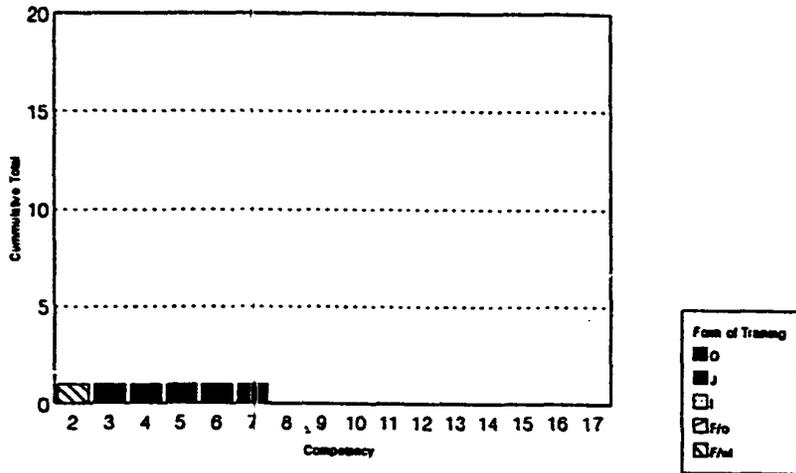
Total Sample n=26 (PAMs & Ass PAMs n=11)

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



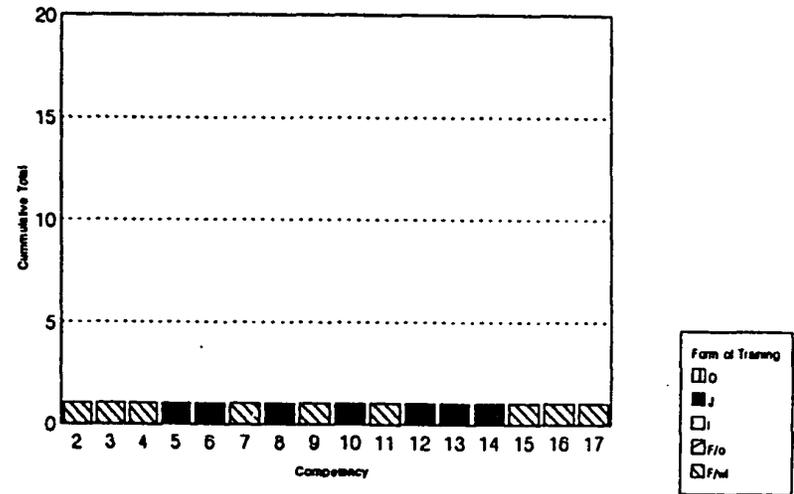
Total Sample n=26 (PAMs & Ass PAMs n=11)

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



Total Sample n=26 (PAMs & Ass PAMs n=11)

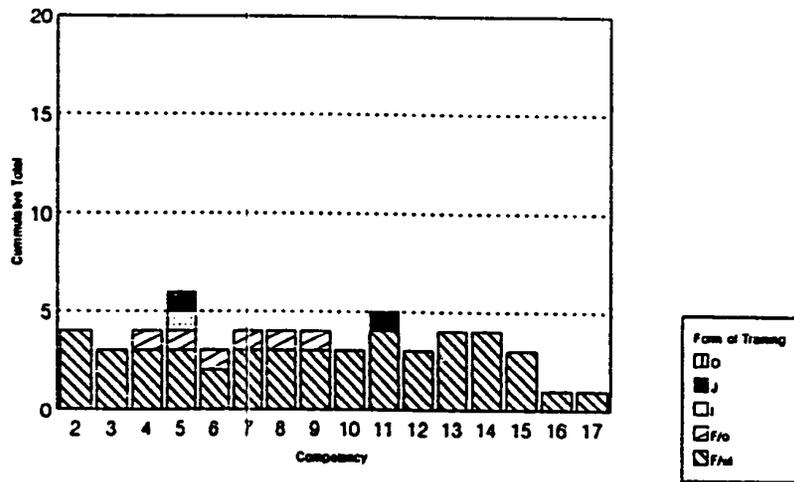
2.3.12.g.4 PAMs training that has contributed most: n > 10 and training also received in last 5 yrs
Tanzania Wildlife Division



Total Sample n=26 (PAMs & Ass PAMs n=11)

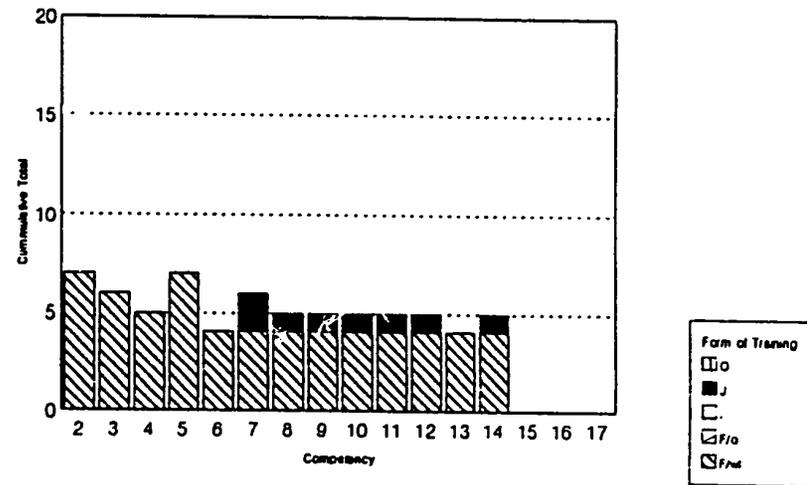
Figure 5: PAMs training that has contributed most - TWD

2.3.12.g.1 PAMs training that has contributed most: n=1-5
Tanzania National Parks (TANAPA)



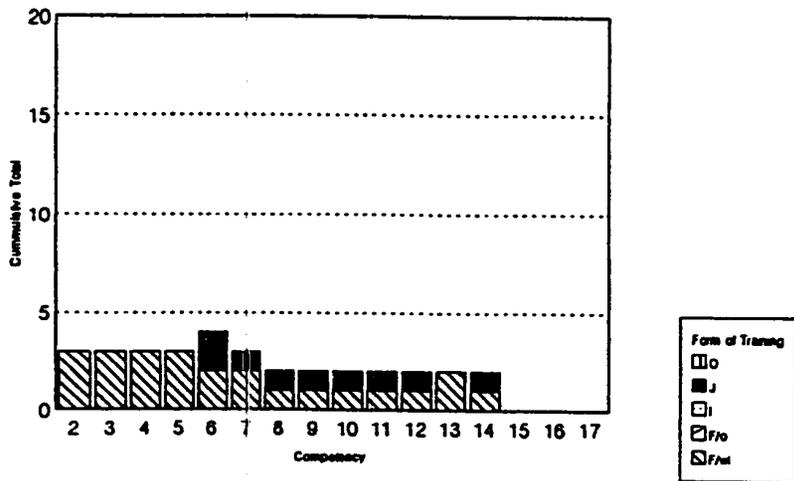
Total Sample n=20 (PAMs & Ass PAMs n=16)

2.3.12.g.3 PAMs training that has contributed most: n > 10
Tanzania National Parks (TANAPA)



Total Sample n=20 (PAMs & Ass PAMs n=16)

2.3.12.g.2 PAMs training that has contributed most: n=6-10
Tanzania National Parks (TANAPA)



Total Sample n=20 (PAMs & Ass PAMs n=16)

Figure 5: PAMs training that has contributed most - TNP

SECTION 3

TRAINING OPPORTUNITIES ASSESSMENT

A detailed training opportunities assessment was not undertaken in Tanzania but a list of some of the key institutions offering relevant formal training for PAMs is given in 3.1 below. Tanzania is fortunate in having one very important training institution, the College of African Wildlife Management (CAWM), based within the country. College staff participated in the PARCS project (see 3.2 below). Information about the College is also presented in a separate section below and is drawn largely from a report prepared by the author (Snelson 1993).

3.1 Formal training

Most of the questionnaire respondents listed the BSc and MSc courses undertaken at the University of Dar es Salaam and the diploma and certificate courses taught at the College of African Wildlife Management at Mweka as the most relevant. However there are several higher education institutes involved in providing formal training which could offer courses, or which may be able to design short courses, of relevance to protected area authorities for PAM training.

3.1.1 Technical knowledge

- College of African Wildlife Management
- University of Dar es Salaam
 - Institute of Resource Assessment
 - Institute of Marine Sciences
- Depts. of Botany, Zoology and Marine Biology
- Sokoine University of Agriculture
 - Faculty of Forestry
- Kunduchi Fisheries Institute
- Mbegani Fisheries Development Centre
- Olmotonyi Forestry Training Institute

3.1.2 Management

- Eastern and Southern African Management Institute
- Hotel and Tourism Training Institute

3.1.3 Community Conservation

- University of Dar es Salaam
 - Institute of Development Studies
- Sokoine University of Agriculture
 - Institute of Continuing Education
 - Development Studies Institute
- Arusha Appropriate Technology Project Centre
- Centre on Integrated Rural Development for Africa

3.2 Assessment by CAWM staff

3.2.1 The College academic staff participated in the PARCS survey and completed questionnaires (n=10) to assess the level of skills taught on the diploma course in wildlife management. The validation score for the PARCS questionnaire was 89% for knowledge skills and 94% for mental and social skills, ie Mweka staff confirmed that the questionnaire accurately reflected a protected

area managers mandate. Where there was disagreement was in the skill levels needed ie 'planning' and 'policies and procedures' Mweka staff felt that these had been overscored by PARCS.

3.2.2 Obviously the diploma course at Mweka cannot, in and of itself, totally equip a PAM to undertake his/her job as the most senior person responsible for a protected area. Most graduates of Mweka serve as Assistant PAMS for several years, gaining skills on- the-job and through occasional in-service training programmes. The results presented below have been analysed to show where there are gaps between the skill level taught at Mweka on the diploma course, and that needed to be an effective PAM. The results are interesting in that they show the areas where in-service training should focus. The results presented here are summarised for the general reader. The College will be presented with all of the data analysis to allow the findings to be built into the present curriculum review process. Perhaps the skill levels taught on the diploma course could be increased in some of the areas identified below which need additional training at present?

3.2.3 General results

3.2.3.1 Readers are asked to refer back to para 2.3.5 for an explanation of how the analysis was undertaken.

3.2.3.2

Table 15: 1 - Percentage of questions in which at least 60% of respondents identified a training need, using the PARCS standard of comparison and
2 - Percentage of questions in which an average gap of about 2 was identified for each competency

Skill	1	2
Technical Knowledge	59	12
Management Knowledge	60	0
Planning Knowledge	75	17
Legal Knowledge	67	11
Policies & Procedures knowledge	100	70
Financial Knowledge	83	17

Total sample: n=10

(Diploma Trainers n=10)

The results presented above indicate that Mweka trainers recognise that there are further training needs in all knowledge competencies to allow diploma holders to work as effective PAMs (column 1). The main area where skills are not addressed sufficiently are in 'policies and procedures' (column 2). This is not a surprising result, a regional institution is unlikely to be able to teach national policies and procedures in sufficient detail. The latter should be taught at a national level.

3.2.3.3

Table 16: Percentage of questions in which an average gap of about 2 was identified for each main division of the job

Skill	Trainers n=10
A = Staffing	17
B = Infrastructure	17
C = Finance/accounts	0
D = Tactical plans	0
E = Laws and Regulations	20
F = Visitors	43
G = Interventions	60
H = Community Conservation	25
I = Research	17
J = Public relations	14
K = Resource conservation	0

Total sample: n= 10

The three main divisions of the job which Mweka trainers feel need more skills development are:

- ensuring agreed intervention programmes are completed to budget and timetable
- ensuring optimum level of visitor satisfaction
- ensuring harmonious relationships with neighbouring communities

3.2.3.4

Table 17: Percentage of times a response of 1 or 2 was given for each competency

Skill	Trainers n=10
Comprehension	44
Problem Analysis	56
Creativity	52
Evaluation	48
Oral	53
Written	60
Working with Others	64

Total sample: n= 10

Table 18: 2.3.7 - Percentage of times a response of 1 or 2 was given for each main division of the job

Skill	Trainers n=10
A = Staffing	57
B = Infrastructure	63
C = Finance/accounts	70
D = Tactical plans	53
E = Laws and Regulations	49
F = Visitors	44
G = Interventions	54
H = Community Conservation	48
I = Research	58
J = Public relations	61
K = Resource conservation	36

Total sample: n= 10

When considering mental and social skills the high percentages show that the diploma course is not providing adequate skill levels for most of the competencies and main divisions of the job. It could be argued that this may partly be because many 'mental and social skills' are acquired on-the-job and not through formal training. However there are ways of teaching many of these skills and effort can be made to design courses in such a way that these skills are developed as part of the learning process. This is particularly important for an institution like Mweka which is seeking to provide holistic training for its students.

3.2.3.5 The College is currently reviewing its curriculum and recognises the importance of training its staff in modern training methods as an essential part of the development of new courses.

THE COLLEGE OF AFRICAN WILDLIFE MANAGEMENT

Background

The College was established in 1963 to serve anglophone Africa and to date students from the following African countries have been trained: Botswana, Burundi, Cameroun, Egypt, Ethiopia, Ghana, Kenya, Liberia, Malawi, Mozambique, Nigeria, Sierra Leone, Sudan, Tanzania, Uganda, Zaire, Zambia and Zimbabwe. The College also accepts students from outside of Africa. See Table 19.

Over 1200 people have graduated from the College and approximately half of these are Tanzanian graduates. In its thirty years of operations the College has clearly had a major direct impact as many graduates are the custodians of protected areas throughout the continent. During this period, many of the earlier graduates have progressed in their career and now hold the most senior management positions in protected area authorities. Of the 133 wardens surveyed in anglophone countries under the PARCS project 43.6% were Mweka graduates.

The College was established with funds from AWF, the Ford Foundation, the Rockefeller Foundation and USAID. Governments and organisations supporting students provide fees which form the basis of operating expenses. Much of the support for capital development and staff secondment has been provided by the Tanzanian Government. Support for scholarships, capital, institutional and staff development has come from many different donors including AWF, British Council, Commonwealth Secretariat, DANIDA, DSE, FZS, FAO/UNDP, NORAD, IUCN, UNEP, UNESCO, USAID, WCS and WWF. At present CAWM is receiving assistance from NORAD, DANIDA and IUCN (through SIDA) and an EC funded SADC project, originally entitled 'SADCC wildlife management training project' is about to come on line.

Goals and Objectives of CAWM

The following mission statement, which defines CAWM's purpose and long term aims, was developed at a Strategic Planning Meeting held in September 1991. (Price Waterhouse 1991)

"The mission of the College of African Wildlife Management is to be a centre of excellence in providing professional and technical training to meet the needs of African wildlife authorities for qualified and competent management staff."

The skills required by these professional staff include the effective management of:

- wildlife conservation
- the balance between conservation, economics and the role of local communities and
- human and financial resources.

The College will respond to these changing needs by:

- providing practical wildlife management training
- offering a range of courses and seminars meeting professional and technical requirements at different levels
- offering consultancy and research activities which enhance the primary training role
- attracting and developing a leading team of regional and international professional staff
- securing the future of the College by generating revenue and guaranteeing financial support. "

Table 19: First enrolments of the College of African Wildlife Management/Mweka: 1963-1993

Country	1963/ 64	1964/ 65	1965/ 66	1966/ 67	1967/ 68	1968/ 69	1969/ 70	1970/ 71	1971/ 72	1972/ 73	1973/ 74	1974/ 75	1975/ 76	1976/ 77	1977/ 78	1978/ 79	1979/ 80	1980/ 81	1981/ 82	1982/ 83	1983/ 84	1984/ 85	1985/ 86
Tanzania	12	16	13	17	14	21	21	24	26	23	28	23	18	13	22	26	19	24	20	26	17	22	14
Kenya	8	10	8	11	11	8	15	16	14	16	14	18	9	10	14	14	11	12	9	8	4	4	3
Uganda	4	7	4	5	4	1	1	2	-	8	7	9	1	2	-	-	-	-	-	3	-	2	2
Cameroun	1	1	-	-	2	2	2	-	-	-	-	-	1	-	-	-	-	-	-	-	-	2	2
Sierra Leone	-	1	-	-	-	-	-	-	-	-	-	3	-	2	2	-	-	1	-	-	-	-	-
Nigeria	-	2	-	-	1	-	-	-	-	1	3	5	6	3	3	4	4	3	2	-	3	-	1
Ethiopia	-	2	4	3	2	-	2	-	2	-	4	-	-	1	3	4	3	3	4	-	2	-	1
Zambia	-	1	4	4	2	4	3	3	5	4	4	4	-	3	4	-	3	3	4	-	2	-	2
Sudan	-	-	1	3	-	3	-	-	-	-	1	-	2	-	3	4	-	3	3	2	-	2	2
Ghana	-	-	-	-	-	-	2	2	2	4	3	2	4	2	3	2	-	3	4	-	3	1	2
Botswana	-	-	-	-	-	-	-	2	2	2	2	-	2	3	3	3	-	3	4	-	3	-	-
Malawi	-	-	-	-	-	-	-	3	4	-	2	2	3	-	-	-	-	-	-	-	-	-	5
UK	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	3	3	3	2	4	-	-
Somalia															2	-	-	-	-	-	-	-	-
Egypt															-	2	-	-	-	-	-	-	-
Sri Lanka															-	-	-	-	2	-	-	-	1
Mozambique															-	-	-	-	-	-	-	2	2
TOTAL	25	40	34	43	36	39	47	52	55	58	68	66	47	40	56	61	45	54	47	44	33	38	36

Source: CA/W/M 1993

Table 19: First enrolments of the College of African Wildlife Management/Mweka: 1963-1990 (continuation)

Country	1986/87	1987/88	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	Total
Tanzania	26	25	12	36	50	54	45	63	770
Kenya	3	4	7	4	8	10	10	3	296
Uganda	1	2	1	6	15	8	6	4	105
Cameroun	-	-	-	-	-	-	-	-	9
Sierra Leone	-	-	1	-	1	1	2	3	19
Nigeria	-	-	-	-	2	2	1	-	46
Ethiopia	1	2	3	3	3	6	5	2	66
Zambia	2	4	7	3	14	14	7	4	112
Sudan	2	2	2	-	1	1	2	1	38
Ghana	-	-	1	1	1	3	2	-	44
Botswana	9	10	12	7	5	10	8	17	102
Malawi	2	2	3	-	5	6	4	4	41
UK	-	-	-	1	2	-	4	-	5
Liberia	-	-	-	1	1	-	-	-	21
Somalia	-	2	1	1	3	4	-	-	13
Egypt	2	2	2	-	-	-	-	-	9
Sri Lanka	-	-	-	-	-	-	-	-	4
Mozambique	-	1	-	2	2	2	1	3	17
Zimbabwe	1	-	-	-	-	-	-	1	2
Cuba	9	-	-	-	-	-	-	-	9
USA	1	-	-	-	-	-	1	-	2
Japan	-	2	6	-	4	1	3	2	18
Singapore	1	-	-	-	-	-	-	-	1
Pakistan	-	-	1	-	-	-	-	-	1
Burundi	-	-	-	1	1	-	-	-	2
Gambia	-	-	-	-	-	-	-	1	-
Swaziland	-	-	-	-	-	1	4	3	-
Sweden	-	-	-	-	-	1	-	-	1
France	-	-	-	-	-	1	-	-	1
Canada	-	-	-	-	1	-	-	-	1
Denmark	-	-	-	-	1	-	-	-	1
Total	60	59	59	66	120	125	105	111	1756

Source: CAWM 1993

Description

Mweka was opened in 1963 to train wardens and middle level managers in professional skills that would make them more efficient as wildlife managers. The College serves anglophone countries in Africa. The College offers four different kinds of courses:

- a two year certificate course
- a two year diploma course
- a one year post-graduate diploma course
- short term (3-12 months) special courses

The certificate course is designed to train wildlife officers to the assistant warden level and the diploma course to warden level. The post-graduate diploma course is intended for university graduates who desire practical training in wildlife management and includes a research project as a major component. Special courses are provided on request from organisations with specific staff training needs.

The College has the capacity to accommodate some 150 students and in the 1993/94 academic year there were 46 certificate and 61 diploma students registered. The post-graduate course is not being offered this year. Table 20 provides a summary of all the College graduates for each course.

Fees at Mweka are US\$ 5000 per year for foreign students and Tsh 250,000 (US\$ 770) for Tanzanian students. The College has a recurrent budget of approximately US\$ 353,000 and development budget of US\$ 320,000 for 1993/94 (of which \$300,000 is being provided by NORAD). A government subvention of US\$ 10,000 was provided this year. Income from student fees is approximately \$ 252,500 for certificate, diploma and post-graduate diploma courses and \$25,000 from short courses. Some income (\$11,000) is derived from hunting safaris on the College's two field study areas and through interest/gains on foreign exchange (\$40,000). In June 1990 the pharmaceutical company Glaxo, working through WWF, established an endowment fund for the College. The initial sum endowed was the Tanzanian shilling equivalent of UK pounds 400,000 or US\$ 600,000. Each year a significant income - an equivalent of approximately US\$ 55,000 - is available for 5 scholarships for Tanzanian students, and to support activities in the College field study areas and other activities agreed by the College authorities and WWF. The fund is administered by WWF.

The College has 25 academic posts established. At the beginning of 1993 16 instructional staff were available for teaching duties. This included the Principal and the Deputy Principal participate in limited amounts of training. Unfortunately three department heads had left the College by the end of April 1993 and so at the time of writing CAWM is badly understaffed. The primary reason for the departure of the CAWM staff is the low salary offered by the College, coupled with the recent availability of well-funded lecturing posts at the Wildlife Training Institute in Botswana. The College has a total of about 100 employees (including the academic/instructional staff).

All instructors are graduates and most of the lecturers hold MSc degrees. The principal has a PhD. The College has a staff development training programme and endeavours to increase the professional qualifications of its staff through formal training and attendance at short courses, conferences, seminars and workshops. Formal training is usually done through enrollment for MSc and PhD degrees. Both instructional and support staff receive training, for example the current IUCN project providing support to in-service and short term training has provided training in administration supervisory skills, computer use, taxidermy/ herbarium techniques and vehicle mechanics.

The teaching staff are supposed to work on individual research projects in addition to their teaching duties. Financial constraints means that there is less focus on this than staff would like. The teaching staff are also available to do independent consultancy work, although this is only amounts to about one per year at present. This latter activity is seen as a means of professional motivation (by supplementing salaries) and development (by keeping lecturers abreast of ongoing wildlife management projects).

Table 20: Graduates of the College of African Wildlife Management/Mweka by Study-Course 1965-1993

Year of Graduation	Certificate	Diploma	Post-Graduate	Special Courses	Total
1	2	3	4	5	6
1965	11	18	-	-	29
1966	5	21	-	3	29
1967	10	16	-	-	26
1968	13	11	-	-	24
1969	13	11	-	2	26
1970	12	13	-	2	27
1971	12	15	1	3	31
1972	15	16	1	4	36
1973	17	18	1	1	37
1974	19	20	3	5	47
1975	20	22	2	1	45
1976	18	15	1	-	34
1977	12	21	3	-	36
1978	12	39	1	-	52
1979	11	33	3	2	54
1980	15	29	5	-	49
1981	14	35	-	-	49
1982	17	22	4	-	43
1983	13	28	5	-	46
1984	20	27	6	-	53
1985	8	31	2	10	51
1986	8	24	2	3	37
1987	7	21	3	1	32
1988	5	30	-	6	41
1989	17	23	-	4	44
1990	15	38	1	9	63
1991	27	36	4	5	72
1992	29	31	11	9	80
1993	25	33	5	4	67
Total	420	702	64	74	1260

Source: CAWM 1993

Institutional Development

The College developed a strategic plan for implementation in September 1991 (see annex 7). This plan was approved and adopted by the Board in December 1991 and is presently guiding the institutional development of the College.

Since the strategic planning meeting the College has made an effort to work on organisational development. Job descriptions for all the staff have been prepared, a new salary structure has been developed, a review of financial systems has been undertaken, emphasis on staff development has increased. Staff development is particularly important for Mweka as most of the staff are employed by the College directly and hence have elected to pursue their careers as trainers. This gives them an obvious career path to follow. This is not the case in many other institutions where staff are assigned a posting, which may only be short-term, at a training institution.

In response to the perceived need to keep the Mweka curricula relevant, work on a curriculum review has also proceeded. A strategy for curriculum development has been prepared and the College has held two workshops in mid-1993 with students and staff to review the role of protected area managers and the training required. A donor agency has been approached to fund a similar workshop for the College's clients - protected area authorities across anglophone Africa. At the workshops participants were asked to identify the main areas of work for a protected area manager and what proportion of time each activity is likely to take up (on average). Participants then examined what skills are needed to perform the tasks. The information gathered will form the basis for weighting the new curriculum. A report of the curriculum review process and results is currently being prepared but the preliminary results are given in the table below (Manyanza pers. comm. 1993).

Table 21: Preliminary results of Mweka curriculum development workshops

Key areas	Instructors' views	Students' views
Local communities/human interactions	31.0%	31.5%
Wildlife research/management	22.0%	26.5%
Policies and legislation	15.6%	9.7%
Human resource management	10.6%	11.8%
Protected area planning	5.0%	2.3%
Tourism	6.0%	7.7%
Financial management	9.6%	10.4%

The above table reflects many of the main divisions of the job outlined in the PARCS questionnaire. The College faculty and students have placed a strong emphasis on understanding community conservation work with local communities as well as the more traditional areas of wildlife research and management. The College offers one course 'Man and Wildlife' at present and this course will need to be expanded greatly to satisfy the demands for training in this area.

The College staff propose to introduce the new curriculum in August 1995 for the diploma and certificate courses. The post-graduate course will be reviewed over the next year and a new course is likely to be introduced to meet the demand of graduates needing practical skills to take up posts as protected area managers.

A major problem that the College has not really addressed is whether it is potentially a self-sustaining institution supported through the income from fees, or whether it will always need to be supported by donor funds - be this as a parastatal (as at present) or as an independent institution (in some form). At a recent

meeting (June 1993) the Board of Governors drew up draft terms of reference for a review of the College's present funding sources, fee structure and institutional context with a view to moving towards a more financially sustainable funding strategy in the next five years. Funding for this review has been secured (November 1993) and the study will begin in early 1994.

Discussion

A regional training institute is unlikely to be able to satisfy all the needs of different countries, regions or levels of training. It can however have a coordinating and catalytic function as well as a specific training role. The important thing is for an institution to have a clear understanding of the 'niche' it is providing training for (ie the target level and the kind of training) and to then put in place relevant and evolving curricula. If it is to serve a regional clientele, then the goods it offers must be as relevant as possible to as many of its clients as possible. It is also important that the teachers in a regional institute are drawn from the region, and that they are practitioners and trainers.

At the moment the College fills a need and provides formal practical training to middle level protected area managers through its certificate and diploma courses. The post graduate diploma offers an opportunity to orientate graduates to become wildlife managers. It is important to note that for many countries, it will never be cost-effective to establish a national training institute for protected area managers and that a regional training institute, offering well designed courses, can meet a large proportion of the formal training needs of a country. If one is to be pragmatic it is better to receive some training than no training at all - and provided that the training is largely relevant (in terms of habitats, wildlife management strategies, and general skills like planning), it will be worth it for a country to send students to the regional institution. Technicalities, which are country-specific like legal systems and policies can be covered by induction courses once the student returns to his country.

Over the past two years the College has been making a concerted effort to address the problems it was facing and to work towards making the College a more modern and relevant institution. At the time of writing this report these efforts are still underway and it would be premature to evaluate the achievements so far. It is going to be very important for the College to publicize widely its recent institutional reforms in order to dispel the perception of declining standards.

The College is at present only staffed by Tanzanian instructors - although ex-patriate staff from the continent and further afield have worked as instructors in the past. Recent changes in parastatal legislation in Tanzania would now allow the College to offer posts to non-Tanzanians but the level of remuneration is likely to be too low to attract high calibre applicants. The College therefore will still have to rely on donor funding to support ex-patriate teaching posts. At the strategic planning meeting in 1991 there was a general consensus that the College would benefit from the skills, experience and perspectives of colleagues from other countries and indeed that this is essential in a regional institution. (The gradual increase in the number of Tanzanian students attending the College has further increased the perception that Mweka is becoming a Tanzanian rather than a regional institution.) One of the problems of having the College staffed from within Tanzania is that there is a limited pool of people available to work as instructors. This is an important factor in the present serious understaffing of the College, which is now the most critical constraint to the College's development programme.

An activity which has been conspicuously absent in the past has been the College's lack of taking a proactive role in monitoring training needs of protected area managers in the continent and systematic evaluation of the training provided by Mweka. These are important undertakings which need to be done to ensure that the College meets the needs of its clients by offering evolving and relevant training opportunities. The College authorities are aware of this need and have taken a very active interest in the PARCS project and are keen to review the results for all anglophone countries.

In the past Mweka has been the key training institution for protected area managers in anglophone countries and the continued existence of the College after thirty years bears testimony to the dedicated hard work and input of many individuals. The College is currently seeking to strengthen its role and regain its place as the lead institution for providing training for middle-level managers.

SECTION 4

DISCUSSION AND RECOMMENDATIONS

- 4.1 What are the responsibilities of a PAM? Are these responsibilities universally recognised?**
- 4.1.1** There appeared to be an implicit understanding of the role of a PAM within TWD and TNP although neither organisation had job descriptions available. TNP staff felt that the PARCS questionnaire accurately reflected the responsibilities of a Chief Park Warden, but had not seen these responsibilities presented before. Some TWD staff are based outside of protected areas as Regional Game Officers and therefore some of the main divisions of the job were not entirely appropriate for these respondents.
- 4.2 What are the constraints on meeting these responsibilities? Where does training fit in?**
- 4.2.1** Discussions with TNP wardens indicate that the main constraints to meeting the responsibilities of managing a protected area are the shortage of manpower and limited funds for operational activities. PAMs also recognise that they need broader skills in some areas, like planning and management, and currently training for this is not provided.
- 4.2.2** Although TNP does have enough serving officers at PAM level (Chief Park Wardens), there is a shortage of Assistant PAMs (wardens). Wardens are usually assigned specific roles eg community conservation or tourism, and many need additional training to perform these roles at an optimum level.
- 4.2.3** All TNP staff interviewed agree that additional training provides strong motivation and increased job satisfaction. Although there was a strong emphasis on the importance of formal training, many PAMs felt that in-service training could meet some of their needs.
- 4.2.4** Very few TWD respondents were interviewed, as the questionnaires were mostly sent out by mail. Those that were interviewed mentioned the lack of significant operating funds to undertake activities as a major constraint, as well as a lack of an integrated management 'team' within protected areas. Respondents also felt that there was a need to provide refresher courses in technical knowledge.
- 4.2.5** The important role of Mweka College as the primary centre for training in wildlife management was broadly recognised.
- 4.3 Are PAMs skilled to the level judged by this training needs assessment to satisfactorily do their job?**
- 4.3.1** Overall PAMs perceive that they have adequate skill levels for most aspects of their jobs. The results in 2.3.5 show that there are training needs within TNP and TWD, but interestingly TNP and TWD wardens perceive that they do not have large gaps. They recognise the need to gain skills in planning, policies and procedures and to a lesser extent technical and legal knowledge. They also recognise gaps in skill level in community conservation, public relations and visitor services. Senior management personnel and field associates working with the two organisations concur with the need for training in planning, community conservation and also include resource conservation.
- 4.3.2** Most of the PAMs and Asst PAMs within TWD and TNP have been trained at Mweka College. There is generally a feeling that having received this training that Tanzanian PAMs have been well prepared for their jobs. This contrasts with findings from several countries surveyed in the PARCS project, where reservations about the relevance of Mweka's current curriculum were raised.

- 4.3.3 When looking at mental and social skills, problem analysis, creativity and evaluation emerge as needing strengthening - although none of these were listed as training priorities by PAMs. When asked to list methods of instilling work ethics, commitment to conservation and healthy attitudes to local communities, TWD and TNP wardens listed a very broad spectrum of strategies.
- 4.4 What training has been received by current PAMs that is perceived by them as useful?
- 4.4.1 TNP wardens had received formal training, in-service and on-the-job training. TWD respondents had received no in-service training. The formal wildlife training includes diplomas from the College of African Wildlife Management at Mweka, and degrees from the University of Dar es Salaam and Sokoine. Other formal training includes diplomas and certificates from other institutions such as the Forestry Institute at Olmotonyi.
- 4.4.2 On-the-job training emerged as an important method of skills acquisition, particularly for PAMs who had been employed for 6-10 years. Longer serving, and therefore more likely senior, PAMs cite that formal training as well as other types of training such as attending seminars and workshops, become the most relevant forms of training.
- 4.4.3 Many PAMs wish to gain first or higher degrees, and saw this as an important way to gain skills. This is a common finding in the PARCS project where PAMs are generally recruited as certificate or diploma holders, or receive such training soon after joining the service. Whether Tanzanian PAMs placed emphasis on formal training because it really is the most appropriate method for gaining needed skills, or whether formal training is one of the few options available, and therefore pursued, is not clear. Certainly the recognition in terms of salary and promotion which arises through obtaining a higher qualification is an important factor. In other countries where PAMs are often graduates, there was a much stronger perception of the value of in-service training as a means of providing useful skills, than was evident in Tanzania.
- 4.4.4 In the past TWD and TNP would sponsor staff to attend degree courses at the Universities of Dar es Salaam and Sokoine, however with the recent introduction of 'cost-sharing' by the government the costs are now much higher and TNP is no longer able to provide support. This means that PAMs wishing to pursue a degree now need to seek external sponsorship and there are not many sources of funding for this (eg from wildlife conservation organisations) as it has not been a need in the past. Sources of funding are usually available for higher degrees only. The introduction of 'cost-sharing' is likely to mean that fewer PAMs can attend university courses.
- 4.4.5 The Director of Administration and Personnel in TNP had drawn a training plan for 92/93 that combined both formal and in-service training options. This is the first year that such a plan had been developed and it would be useful to review the perceptions of TNP wardens after some had benefitted from any opportunities arising from the training plan, to see if there was an altered perception about the usefulness of different training methods.
- 4.5 **Assessments of Field Operations Directors**
- 4.5.1 Generally FODs felt that their respective organisations had training needs, but the perception was that these were not great, but that all staff would improve from some sort of continued training through their career development. This probably stems from the fact that there are several relevant training institutions within Tanzania currently providing formal training.
- 4.5.2 The Head of the Research, Training and Extension section of TWD felt that the major training needs for staff were in community wildlife management, environmental (resource) conservation and some specific technical training such as remote sensing and obtaining pilot licences. He felt that refresher courses would be very useful and motivating for staff but that these were not currently built into the long-term training/manpower development plan for TWD. He stressed that study visits outside the country and formal training opportunities in Europe or the US were very motivating.
- 4.5.3 The Director of Parks Management and Conservation at TNP felt that PAMs (Chief Park

Wardens) should hold MSc degrees as minimum requirements and that formal training was the best method for providing field staff with technical skills. He felt that in-service training was an appropriate method for training non-wildlife TNP staff in basic ecology etc, so that they had an overall understanding of the mission of the organisation. He stressed the importance of induction training for all recruits, particularly in areas of policy and procedures. The TNP FOD expressed the view that there was expertise for training available, and that TNP had a training plan, all that was needed was funds to implement it.

4.5.4 Both FODs identified human resource development and executive management as training needs for their own posts.

4.6 What further training is required?

4.6.1 The key areas where training needs have been identified are outlined in 2.4.3 above. Both TWD and TNP respondents listed management, planning and technical knowledge as the skills they perceive they need to develop further. TWD respondents listed training needs across several main divisions of the job, whilst TNP staff listed fewer.

4.6.2 Both groups of respondents felt that in-service training could meet some of these needs, but they continued to place a high value on formal training. With the large overlap in training needs across the two organisations, there might be opportunities to develop in-service training courses which meets joint needs.

4.6.3 The major constraint to providing training within the organisations was given as inadequate funding. Both organisations had training budgets which are adequate to cover the costs of sending selected staff to formal training institutes but do not allow for any additional types of training to be undertaken without external sponsorship.

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

4.7.1 One obvious training programme which could be enlarged to accommodate some of the training needs identified in this survey is the College of African Wildlife Management at Mweka. The College authorities have discussed expanding the range of services that the college could offer, and in-service training or refresher courses have already been planned. Funding to initiate such a project was supposed to be forthcoming from an EC grant, but unfortunately this has taken some time to secure. With the present staffing shortage at the college care must be taken however, not to burden the staff with too many extra responsibilities which detract from the main activity of the college - teaching the certificate and diploma courses.

4.7.2 The other important proposed training initiative is the move to offer a bachelors degree in wildlife management at Sokoine University. Whilst this has been approved by the university senate, the funds have not been available to initiate the course.

4.7.3 One major frustration for PAMs in Tanzania is the fact that no exemption is given for Mweka diploma holders entering the universities of Dar or Sokoine. Everyone has to complete all three years of the undergraduate course. This means that TWD and TNP have to release staff for three years in order to allow them to complete a degree (in addition to the two or three years needed to obtain a diploma).

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

4.8.1 TNP respondents mentioned that they felt that externally funded projects working in collaboration with TNP should do more to disseminate their objectives, methods and results. They felt that these projects could be designed to include broader training objectives than just training the particular TNP staff assigned to the project.

4.8.2 There are several institutions offering short courses in subjects that would be relevant to PAMs

eg the Eastern and Southern African Management Institute (ESAMI) which is based in Arusha and offers courses in human resources management, finance and banking, information technology and transport management. In the past it has been up to individual PAMs to seek out and obtain sponsorship to attend a course and so erratic use has been made of such training opportunities.

4.8.3 As a detailed training opportunities assessment was not conducted under Phase I of the PARCS project, it is not possible to detail all the types of opportunities which could be used. Many development agencies train their staff in community development and extension methodology eg the Arusha District Development Organisation and TNP has sent wardens on such training courses in the past. With community conservation emerging as such a major training need within both organisations, departments such as the Institute of Continuing Education at Sokoine University could play an important role in providing input into the design and implementation of relevant short courses.

4.9 What kinds of training should be recommended?

4.9.1 The proposal to review the opportunities for formal training for all levels of protected area managers in Tanzania, under an overall sector review, would provide a useful opportunity to ensure that an integrated system is developed. This would allow all cadres of staff to have access to relevant formal training, and the opportunity to progress through all levels in an efficient way ie building upon skills already learned and having these count towards entrance requirements for higher degrees.

4.9.2 If such a system could be established and if this was supplemented by an in-service programme which included more structured on-the-job training, Tanzania would be able to offer an attractive career development path for its protected area managers. This would be similar to the strategy undertaken by the Malawi authorities which has resulted in protected area managers entering the service knowing they had a strong likelihood of receiving formal training to the graduate level in the course of their career and has proved to be very motivating. The existence of Pasiansi, Mweka and the Universities of Dar and Sokoine make this a reasonable goal.

4.9.3 TWD and TNP will continue to use the College of African Wildlife Management as the primary institute to provide formal training to their protected area managers. More than 50% of any year's intake at Mweka are from Tanzania. The Directors of both TWD and TNP sit on the Board of Governors of the college and are thus in a good position, and have a strong incentive, to ensure that the college continues to provide relevant training for the needs of the organisations. This is additionally important at a time when Mweka College has been criticised for not meeting the needs of its constituency and as the college seeks to remedy this through its ongoing curriculum development review.

4.9.4 Some TNP and TWD staff would like to continue their career development by undertaking an undergraduate and then a masters degree. This would be appropriate provided the specific skills which would be learned reflect the needs of the organisations and would help TNP and TWD to reach specific objectives. The development of a more detailed training plan would allow these organisations to set training in the context of its future activities and their roles in protected area management in Tanzania.

4.9.5 Where respondents held a masters degree this had been attained at the University of Dar es Salaam, however openings in other countries in Africa should be considered as such courses may be very relevant as well as less expensive than European or US courses.

4.9.6 Another cost-effective option, which could be explored, is for staff to enrol on a correspondence course to attain a masters degree. Although working in this way towards a degree requires a lot of self motivation and discipline, it might be suitable for some staff members.

4.9.7 Respondents and senior management in both organisations recognise that a well designed in-service training programme would have advantages. Such a programme would consolidate the present staff's experience and it would also provide an opportunity to introduce new skills into

the organisation at several levels ie both for PAMs in the field and for headquarters staff.

- 4.9.8 The results of the PARCS survey could form the basis for designing such an in-service training programme which might include the opportunity to attend short courses run by other organisations within the country, but also to run courses within TNP and TWD.
- 4.9.9 Both respondents and senior management within TNP and TWD have expressed the need for 'refresher' courses in technical subjects for their staff. Mweka College is well placed to perform such a function on behalf of the organisations and the college authorities have expressed an interest in doing so. An advantage of running such courses within a formal institute would be the possibility of establishing a system so that participants are able to gain some form of 'credit' for a course that is recognised by their organisation and which could be built into salary increases and promotion criteria.
- 4.9.10 Tanzania is extremely fortunate to have Mweka College situated within its borders. Several countries surveyed in the PARCS project suffer major constraints by not having training opportunities available at a national level. It is extremely important that the Tanzanian protected area authorities, work with the College authorities to ensure that Mweka retains its relevancy and prominence as a regional training institution. Any initiatives which strengthen the college's expertise and services will ensure that TNP and TWD still have this important training opportunity available to their staff 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:

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

4
3

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

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

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

3

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

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

ATTITUDES (columns 15-17)

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

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

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

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

AWF



**Biodiversity
Support
Program**

Main Divisions of the Job	I. Accountability and Responsibilities	KNOWLEDGE	
		2. Technical (Wildlife/Tourism)	
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 		
B Ensure appropriate infrastructure within budget	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair, rehabilitation and construction Recommending additional facilities 	Working knowledge of infrastructure, construction, slings, materials etc.	<input type="checkbox"/> <input type="checkbox"/> 1
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> Accountable for development of annual plan and budget of protected area Responsible for working within the agreed plan and budget Identify strategic options in the protected area and contribute to strategic planning 		
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area 	In-depth knowledge of safe practices with respect to wildlife <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of techniques of anti-poaching <input type="checkbox"/> <input type="checkbox"/>	2 3
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained 	In-depth knowledge of visitors' expectations <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of protected area infrastructure techniques, site design and analysis <input type="checkbox"/> <input type="checkbox"/> In depth knowledge of interaction between tourist and local areas <input type="checkbox"/> <input type="checkbox"/>	4 5 6
G Ensure agreed intervention (eg. early burning, problem animal control) programmes are completed to budget and timetables	<ul style="list-style-type: none"> Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area 	In depth knowledge of intervention needs, techniques and implications <input type="checkbox"/> <input type="checkbox"/>	7
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of a programme to achieve harmonious relations Responsible for for instilling acceptance by staff of the role of local communities in protected area management 	Working knowledge of extension methodology <input type="checkbox"/> <input type="checkbox"/> Some knowledge of cultural and historical context for the location of protected area <input type="checkbox"/> <input type="checkbox"/>	8 9
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	Working knowledge of research methodologies <input type="checkbox"/> <input type="checkbox"/> Working knowledge of the role of research in meeting conservation objectives <input type="checkbox"/> <input type="checkbox"/>	10 11
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> Accountable for ensuring that the protected area is represented in every possible area Responsible for ensuring that the information available about the protected area is up to date 	Up-to-date working knowledge of all activities within the protected area <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of the context of the protected area in the regional/national/global arena <input type="checkbox"/> <input type="checkbox"/>	12 13
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of resource management / protection strategies to meet protected area conservation objectives Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area 	In-depth knowledge of types, locations, trends and requirements of important natural and cultural resources in the protected area <input type="checkbox"/> <input type="checkbox"/> 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"/> Working knowledge of environmental impact analysis techniques <input type="checkbox"/> <input type="checkbox"/> Working knowledge of surveys and monitoring techniques (field data collection/analysis) <input type="checkbox"/> <input type="checkbox"/>	14 15 16 17
L Training received			

3. Management	4. Planning	5. Legal	6. Policies/Procedures	7. Financial/accounting
Working knowledge of supervisory and personnel management skills 18 <input type="checkbox"/> <input type="checkbox"/> Some knowledge of human resources techniques and their application as appropriate (e.g., job evaluation or worth of job, salary structuring, training needs analysis) 19 <input type="checkbox"/> <input type="checkbox"/> Working knowledge of managing casual labour 20 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of scheduling staff development & timetables 28 <input type="checkbox"/> <input type="checkbox"/> ↓	Some knowledge of employment laws 40 <input type="checkbox"/> <input type="checkbox"/> ↓	In-depth knowledge of staff policies, procedure, and practices 49 <input type="checkbox"/> <input type="checkbox"/> ↓	↓
Working knowledge of principles of stock control and procurement 21 <input type="checkbox"/> <input type="checkbox"/> Working knowledge of how to apply preventative maintenance 22 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of job planning 29 <input type="checkbox"/> <input type="checkbox"/> Working knowledge of financial planning 30 <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 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, arrest, 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"/> Some knowledge of obligatory role (attendance) at meetings and awareness of activities around the protected area expedient to attend 27 <input type="checkbox"/> <input type="checkbox"/>		In-depth knowledge of the legislation regarding protected areas 47 <input type="checkbox"/> <input type="checkbox"/> Some knowledge of the laws of slander and libel 48 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of the public relations policies, procedures and practices 58 <input type="checkbox"/> <input type="checkbox"/>	
	Working knowledge of resource conservation management planning techniques and methodologies 37 <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"/>			Working knowledge of how to estimate costs for implementation of resource conservation management plan recommendations 64 <input type="checkbox"/> <input type="checkbox"/>

Main Divisions of the Job	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"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 	Recognising staff potential advancement Y N <input type="checkbox"/> ↓ 1	Determining causes of poor performance and behaviour Y N <input type="checkbox"/> ↓ 13
B Ensure availability of appropriate infrastructure (within budget)	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair and rehabilitation and construction Recommending additional facilities 	Spotting malpractices and potential hazards Y N <input type="checkbox"/> 2	Determining causes of specific and trends on equipment and infrastructure failures Y N <input type="checkbox"/> 14
C Ensure financial and accounting integrity of the protected area area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 	Understanding financial implications of information Y N <input type="checkbox"/> 3	Determining causes of figures not reflecting the true situation Y N <input type="checkbox"/> 15
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> Accountable for development of annual plan and budget of protected area Responsible for working within the agreed plan and budget Identify strategic options in the protected area and contribute to strategic planning 	Understanding implications of set objectives including their feasibility Y N <input type="checkbox"/> 4	Determining true causes of failure to achieve plan and budget Y N <input type="checkbox"/> 16
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area 	Understanding applicability of laws and regulations in protected areas Y N <input type="checkbox"/> 5	Determining true causes of incidences and trends in incidences Y N <input type="checkbox"/> 17
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained 	Recognising the significance of physical and statistical information regarding visitor impact Y N <input type="checkbox"/> 6	Determining true causes of visitor dissatisfaction and behaviour Y N <input type="checkbox"/> 18
G Ensure agreed intervention programmes are completed to budget and timetables	<ul style="list-style-type: none"> Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area 	Understanding information that may lead to interventions Y N <input type="checkbox"/> 7	Determining causes of deviation from intended results of interventions Y N <input type="checkbox"/> 19
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of a programme to achieve harmonious relations Responsible for instilling acceptance by staff of the role of local communities in protected area management 	Understanding the significance of statistical, physical, written and oral information relating to community-protected area links Y N <input type="checkbox"/> 8	Understanding underlying causes of conflict both in the long and short term Y N <input type="checkbox"/> 20
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	Understanding the significance of research findings and the function of research Y N <input type="checkbox"/> 9	Determining causes of why research programme is not to timetable Y N <input type="checkbox"/> 21
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> Accountable for ensuring that the protected area is represented in every possible area Responsible for ensuring that the information available about the protected area is up to date 	Understanding the significance of points raised during press and other meetings Y N <input type="checkbox"/> 10	Determining the causes of adverse comments in press Y N <input type="checkbox"/> 22
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area 	Understanding of day-to-day and long term implications of the protected area's management objectives Y N <input type="checkbox"/> 11 Recognising and understanding the implications of potential environmental impacts of different activities Y N <input type="checkbox"/> 12	Identifying and determining the causes of conflicts between protected area resource conservation and use Y N <input type="checkbox"/> 23
L Training received			

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

BEST AVAILABLE DOCUMENT

Main Divisions of the Job	I. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17. Community Attitudes
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 	Needs objectivity in appraisal and general staff dealings	Needs to demonstrate commitment and 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"> Responsible and accountable for maintenance, repair and rehabilitation and construction Recommending additional facilities 	Honours contractual agreements in spirit and letter		
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 	Instils honesty		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> Accountable for development of annual plan and budget of protected area Responsible for working within the agreed plan and budget Identify strategic options in the protected area and contribute to strategic planning 			
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area 	Honesty, tolerant to others' points of view	Finding balance and understanding the needs of both conservation and the involved parties	Tolerance to others' points of view to minimize conflict between protected area and others
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained 		Needs to demonstrate commitment to conservation	Needs to demonstrate belief in validity of including local communities in protected area management and enterprises linked to tourism
G Ensure agreed intervention programmes are completed to budget and timetables	<ul style="list-style-type: none"> Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area 			
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of a programme to achieve harmonious relations Responsible for instilling acceptance by staff of the role of local communities in protected area management 			
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	Must have an open mind to research findings Must support role of research as a component of protected area management		
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> Accountable for ensuring that the protected area is represented in every possible area Responsible for ensuring that the information available about the protected area is up to date 	Honesty, Integrity Must make clear when representing the protected area or a personal view Must never criticize the organisation openly	Demonstrated as absolute	Demonstrated as absolute
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area 	Honours conservation objectives of resource management plan		
L Training received				

This chart indicates the principal attitudes of the job. All we require is that you answer the following questions:

As a manager how do you instil:

a. work ethics?

b. commitment to conservation?

c. healthy attitudes to adjacent communities?

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

LANGUAGES

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

COMPUTERS

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

BEST AV

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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MENT

Annex 2: Results of the PARCS survey in Zanzibar

Institutional Framework

The Ministry of Agriculture, Livestock and Natural Resources is divided into commissions including the Commission of Natural Resources. Within this there are Sub-commissions for Forestry and Fisheries. The Ministry of Water, Energy, Lands and Environment has a Commission of Lands and Environment, within which is the Department of Environment. At present no national parks exist on or around Zanzibar. Recently the Department of the Environment has developed a proposal to establish a semi-autonomous conservation agency which would be established as a trust (Bensted-Smith pers. comm. 1993). If the proposal is accepted the Government of Zanzibar would contract the trust to manage some of the forest and marine areas as conservation areas. This would be in collaboration with the Sub-commissions of Forestry and Fisheries. The Trust, which would be self-financing would focus on:

- conserving the country's biological diversity on land and sea
- protecting and using wisely the natural resources on which sustainable development depends
- providing a base for economic development, especially tourism
- educating Zanzibaris about their country's ecology and wildlife

PARCS Assessment in Zanzibar

The establishment of a new conservation or protected area agency would undoubtedly require a training programme to be an integral part of the institutional development of the new organisation. This would include both staff employed directly by the Trust and collaborating staff from the Sub-commissions of Forestry and Fisheries. In order to get some information on present skill levels and training underway in the natural resource sector the PARCS RM made a visit to Zanzibar on 5-8th October 1992. Staff members from the Forestry and Fisheries Sub-commissions were interviewed and 6 questionnaires were distributed at a workshop. Unfortunately only one questionnaire was returned and so no analysis of data was possible.

Sub-commission of Forestry

The Sub-commission of Forestry is responsible for the management of ten forest reserves on the two islands which make up Zanzibar.

Several members of the Forestry Sub-commission staff (n=5) were interviewed about training needs and the training programme which formed part of an overall institutional development project supported by the Finnish International Development Agency. The Forestry Sub-commission has received support since 1980 from FinnIDA and has received funding for a third phase (1993-1997). Under the new phase it is proposed to establish a Conservation Section to be responsible for the conservation and protection of environmentally or ecologically important areas. Of particular importance is the monitoring and management of mangroves as well as Jozani and Ngezi Forests (habitats of rare endemic flora and fauna). The Conservation Section would act as the planning and liaison unit between the Forestry Department and the proposed Trust.

In the past Forestry Department staff had undertaken training at Sokoine University, the Forestry Training Institute at Olmotonyi (certificates and diplomas) and Mweka College. Training outside of Tanzania was difficult to obtain unless through a donor-sponsored project. The FinnIDA project had developed in-service training to teach skills in planning, project proposal preparation, and evaluation and had also sponsored people to attend management and accounting training courses. The Department has a Training Officer who is responsible for designing the training programme for the whole department. A series of short courses on technical subjects are planned each year in conjunction with senior managers. There is a strong focus on developing practical skills and staff from within the department may be used to run the courses, or

resource people from outside are brought in. One of the main constraints faced in Zanzibar is the low educational level of many staff members. Under the FinnIDA project a tutoring programme was initiated to allow Departmental staff to improve their educational qualifications and thereby increase their chances of successfully passing entry examinations for diploma and BSc courses.

The planned responsibilities of the Sub-commission's Conservation Section include many new activities, such as the preparation of wildlife management guidelines, identification and monitoring of biologically and ecologically valuable areas, buffer zone management with local people and conservation education. The implementation of these activities calls for training of the assigned staff in general conservation matters, communication, education, people's participation etc. At the moment, few staff have any specialisation in the conservation aspects of forestry, such as wildlife management (Duvall pers.comm. 1992).

Sub-Commission for Fisheries

The Acting Assistant Commissioner for Fisheries was interviewed about training needs and opportunities within the Fisheries Sub-commission. The Sub-commission is not responsible for any protected area however it is concerned to ensure that fishing is managed in a sustainable manner. To promote this aim the interviewee felt that training is needed in coastal management, natural resource management and conflict resolution. At present the Sub-commission is not being supported by any external donors and funding for training therefore comes through the parent ministry. There are very few training opportunities and when funds are available they are used mostly for local (mainland Tanzania) certificate or diploma courses in fisheries. The Sub-commission only has one graduate staff member (out of a total staff of 96) who is currently in the UK undertaking a masters degree. This training has been organised through the Institute of Marine Sciences which is based in Zanzibar. The Sub-commission runs training courses for local fishermen and the Fisheries Officers are responsible for in-service training of beach recorders (who make up the main complement of the manpower).

TANAPA TRAINING PROGRAMME 1992/93

DIRECTORATE/DEPARTMENT	NATURE/TYPE OF COURSE/TRAINING	NO.OF STAFF ATTENDING	DURATION	PLACE	TIME	SPONSOR
1.0 OFFICE OF DIRECTOR GENERAL						
1.1 Director General	Chief Executive Management Programme	one	six (6) weeks	Irish Management Inst. - Dublin	April 1993	External donor
1.2 Internal Audit	1.2.1 Computers & Information Technology	one	eight (8) weeks	Critical Skills	July 1993	External donor
	1.2.2 Professional Level III & IV (CPA)	one	nine months (9) each part	IDM; IFM; IAA	July 1993	Company Sponsorship
	1.2.3 Accountancy professional Seminars	three	2 days each quarter	NBAA, IAA, IFM, IDM peripatetic	1993	Company Sponsorship
1.3 Public Relations	1.3.1 Public Relations	One	Five days	ATE/OTTU/ILO/SIDA peripatetic	1993	Company Sponsorship
1.4 Corporation Secretary	1.4.1 Corporation Secretary	one	two days	Seminar by Tanzania Legal Ass.	1993	Company Sponsorship
2.0 DIRECTORATE OF PARK MANAGEMENT AND CONSERVATION	2.1 Local Seminars and external	one(Director)	various weeks	Local & Overseas	1993	External dono & Company Sporsoship
	2.2 M.Sc. Programme	3 Ecologist	2 Years	Overseas	1993/94	External donor
		2 Ecologist	2 years	University of Dar es Salaam	1993/94	Company Sponsorship
	2.3 Ph.D Programme	one Ecologist	2 years	University of Dar es Salaam	1993/94	Company Sponsorship
	2.4 B.Sc. Programme	4 Park Wardens	3 years	University of Dar es Salaam	1993/94/95	Company Spensorship
	2.5 Diploma Course in Wildlife Managem.	6 Park Cadets	2 years	CAMM - Mweka	1993/94	Company Sponsorship
2.6 Certificate in Wildlife Managem.	6 Park Assist.	2 years	CAMM - Mweka	1993/94	Company Sponsorship	

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Annex 3

DIRECTORATE/DEPARTMENT	NATURE/TYPE OF COURSE/TRAINING	NO.OF STAFF ATTENDING	DURATION	PLACE	TIME	SPONSOR
	2.7 Guides Course	20 Park Guides	Three months	CAWM - Mweka	1993	Company Sponsorship
	2.8 Park Rangers Zonal - Arusha Training Prg.	200 P/Rangers	one month	Peripatetic	1993	Company Sponsorship
	2.9 Study Tour	12 Park Wardens	six weeks	USA/UK/Switzerland	1993	External donor
	2.10 Post Graduate Diploma - NORAD	3 Park Wardens	One year	Norway	1993	External donor
	2.11 Seminars	3 Park Wardens	Various weeks	Local/External	1993	Company Spons., External donor
	2.12 Seminars	5 Inspectors	Various weeks	Within the country	1993	Company Sponsorship
	2.13 FTC/Advanced Diploma	4 Senior Techn.	2 years	Dar es Salaam Tech. College	1993	Company Sponsorship
	2.14 Trade Test	6 Artisans	1 year	NVTC Arusha, Dar es Salaam etc	1993	Company Sponsorship
	2.15 Seminars/Short Courses	10 Artisans	2-4 weeks	Peripatetic	1993	Company Sponsorship
	2.16 Mountain Rescue Course	10 Rangers	one month	Kilimanjaro Nat. Park	April/May 1993	External donor
	2.17 Ranger Training Programme	15 Rangers	One year	Pasiansi Mwanza	1993	Company Sponsorship
	2.18 Zonal Crush Ranger Training	100 Rangers	one month	Each of the two zones Northern & Southern	1993	Company Sponsorship
3.0 DIRECTORATE OF FINANCE AND SUPPLIES	3.1 Management of Computers, IT Systems & Soft Ware	One (Director)	Eight weeks	Critical Skills Management Suffolk - UK	Jan. 1993	External donor
	3.2 Documentary Professional Seminars	3 Accountants	2 days each quarter	NBAA, IAA, IPM,	1993	Company Sponsorship
	3.3 Professional Level III & IV (CPA full)	one Accountant	nine months each part	Arusha Institute Accountancy	1993	Company Sponsorship
	3.4 Diploma in Acct.	Two Accountants	2 years	Cooperative Coll. Moshi	1993	Company Sponsorship

DIRECTORATE/DEPARTMENT	NATURE/TYPE OF COURSE/TRAINING	NO.OF STAFF ATTENDING	DURATION	PLACE	TIME	SPONSOR
	3.5 Advanced Diploma in Accountancy	3 Accountant	3 years	IPM - Dar	1993	Company Sponsorship
	3.6 Diploma Material	One	3 years	IDM/BCE/Nyegezi	1993	Company Sponsorship
	3.7 Seminar on Materials Management	One	3 weeks	ESAMI/IPM/NBMM/IDM	1993	Company Sponsorship
4.0 DIRECTORATE OF PERSONNEL AND ADMINISTRATION	4.1 Human Resource Management	One	12 weeks	UK/Ireland Netherlands	1993	External donor
	4.2 Management Development Programme	One	8 weeks	UK/Ireland	1993	External donor
	4.3 Basic Management Course	One	1 Year	IDM	1993	Company Sponsorship
	4.4 Computer Course	Four	3 weeks	Arusha/DSM	1993	Company Sponsorship
	4.5 Secretarial Course	Three	16 months	Tabora/DSM Mago-goni/Shy Com.	1993	Company Sponsorship
	4.6 Refresher/Stenogr. Course	Two	1 year	- do -	1993	Company Sponsorship
	4.7 Typing refresher	Four	3 months	- do -	1993	Company Sponsorship
	4.8 Kusoma na Kutafasiri Mizania; Wajibu wa Tawi la OTTU na Ushirikishwaji	All Members of Workers Council	2 days	One of the Parks	1993	Company Sponsorship
	4.9 Wajibu wa Utendaji bora wa Wahudumu Ofisi	10 Messengers	5 days	TOWETO, Northern Zone (Moshi/Arusha)	1993	Company Sponsorship
	4.10 Motor Vehicle Preventive Maintenance	6 Drivers	6 weeks	National Institute of Transport	1993	Company Sponsorship
	4.11 Industrial Drivers Course	6 Drivers	6 weeks	- do -	1993	Company Sponsorship

Annex 4

2.3.4a Comments added under "Accountability & Responsibilities"
Tanzania: Tanzania National Parks & Wildlife Division & Mweka.

A1-K1	PARCS Ref.No:	Comment added	No added
A1	D11067WDTNA0340F-0	Ensure safety and good working conditions. Responsible for recommendations on incentives. Responsible for recruitment Responsible for advising management committees for staff promotion. Recruiting and continuously motivating staff	5
A1	D71913WDTNC21----0		
A1	D50612TPTN-----S-0		
A1	D50612TPTN-----S-0		
A1	D21278TPTNA0220--0		
B1	D50686DPTN--XXX--	Provide advice on the design of certain infrastructure construction.	1
C1	D71913WDTNC21----0	Soliciting Aid/grants from NGOs' Ensure work undertaken is within budgets allocated.	2
C1	D11067WDTNA0340F-0		
D1	D71913WDTNC21----0	Coordinating assessing and reviewing budget plans.	1
E1	D11067WDTNA0340F-0	Setting up law enforcement ranger forces and lines of communication and a command structure to control them. Responsible for organising field patrols and prosecution of arrested poachers. To propose amendments in laws	3
E1	D31037WDTNC14-----		
E1	D71913WDTNC21----0		
F1	None	None	0
G1	None	None	0
H1	D50656TPTNC11XXX0	Responsible for creating and enhancing trust between local communities and park personnel Oversee benefits sharing. Responsible for conducting local meetings with elders around the protected area.	3
H1	D20155TPTNC1520S-0		
H1	D21097WDTN62040S-0		
I1	D50656TPTNC11XXX0	Responsible for ecological monitoring	1
J1	D21097WDTN62040S-0	Responsible for ensuring that no illegal hunting is done within the protected area.	1
K1	D30991TPTNC1720S-0	Responsible for identifying environmental impact on resources.	1

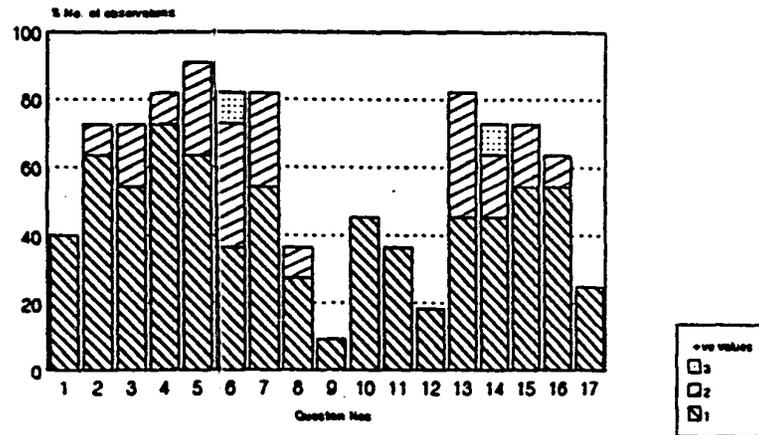
2.3.4a Deletions under "Accountability & Responsibilities"

A1-K1	PARCS Ref.No:	Deletion	No deleted
	None	None	0

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2.3.5.a. PAMs gap analysis relative to PARCS

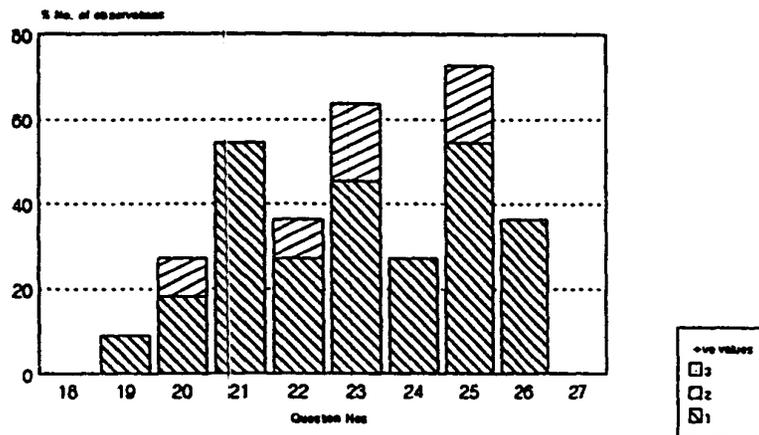
Technical Knowledge: Tanzania Wildlife Division



Sample n=11 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS

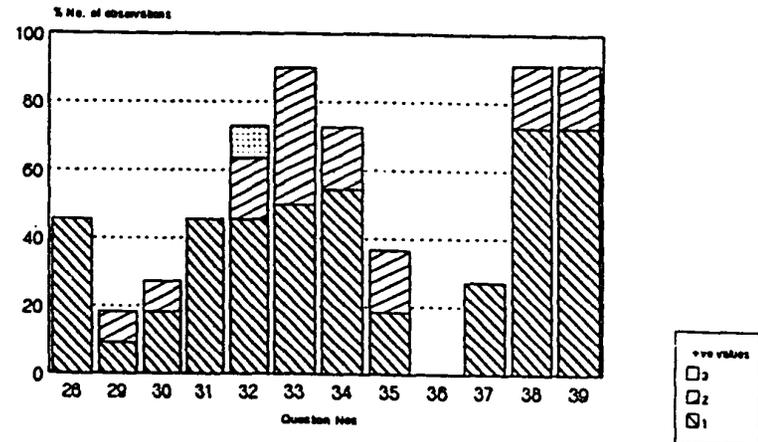
Management Knowledge: Tanzania Wildlife Division



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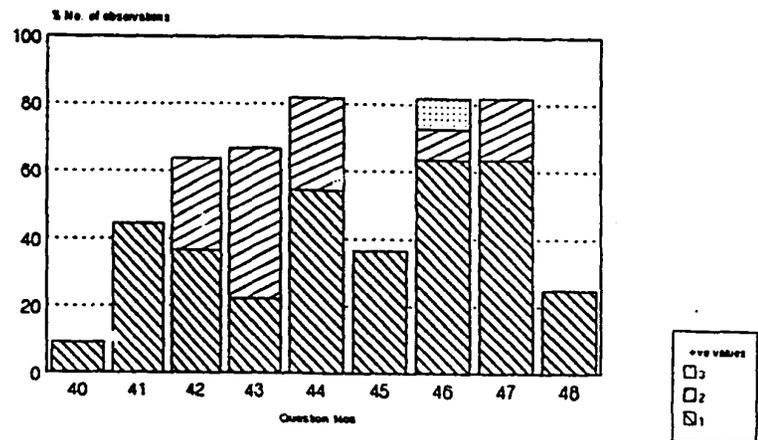
Planning Knowledge: Tanzania Wildlife Division



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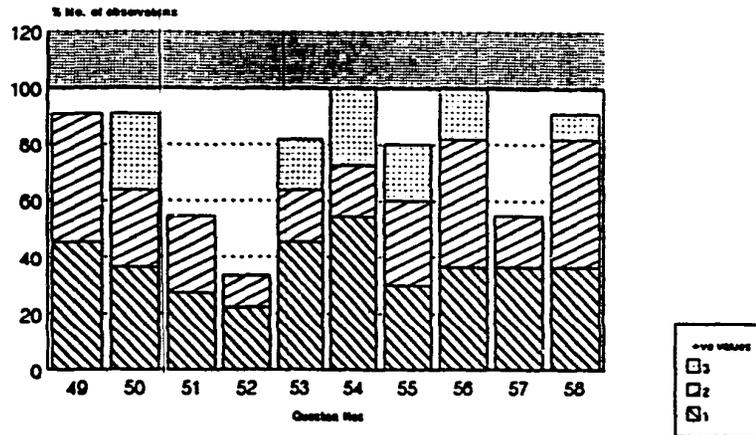
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Legal Knowledge: Tanzania wildlife Division



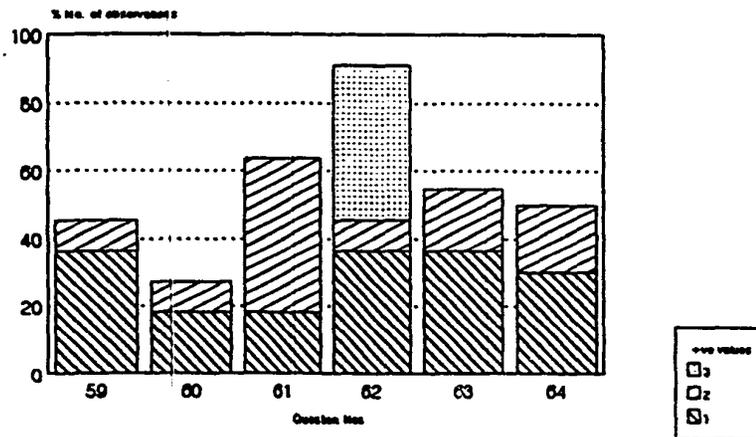
Sample n=11 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS Policies & Procedures Knowledge: Tanzania Wildlife Division



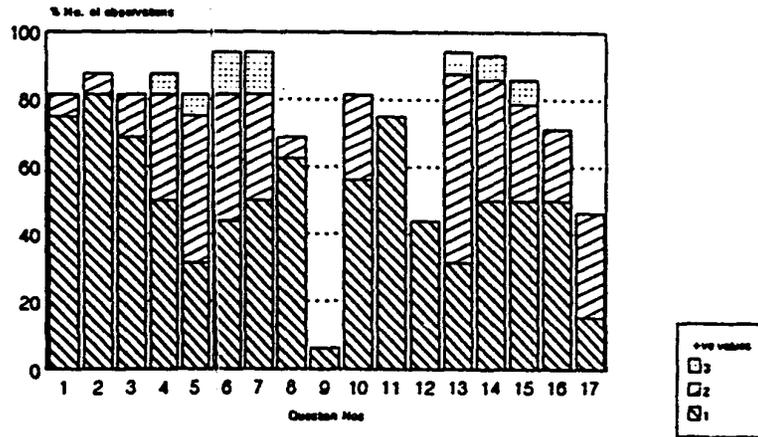
Sample n=11 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS. Financial Knowledge: Tanzania Wildlife Division



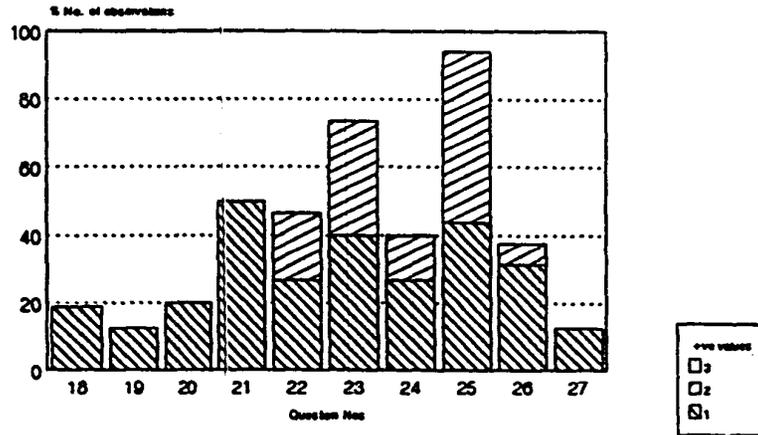
Sample n=11 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS
 Technical Knowledge: Tanzania National Parks



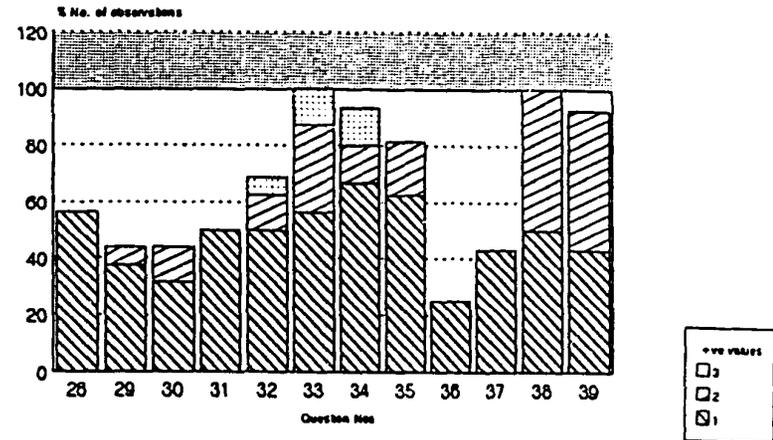
Sample n=16 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS
 Management Knowledge: Tanzania National Parks



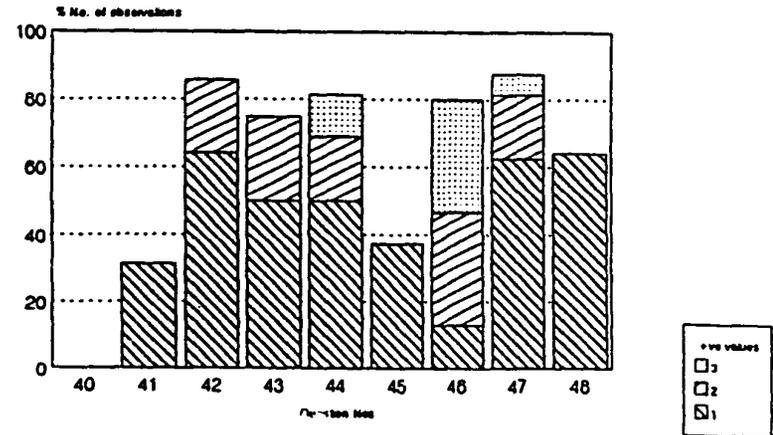
Sample n=16 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS.
 Planning Knowledge: Tanzania National Parks



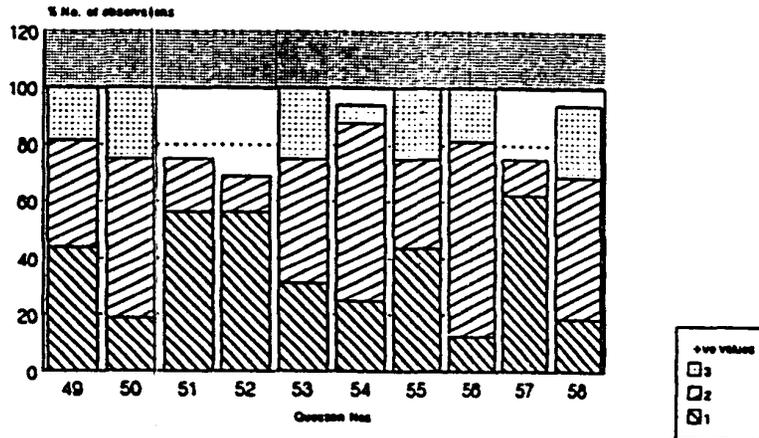
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2.3.5.a. PAMs gap analysis relative to PARCS
 Legal Knowledge: Tanzania National Parks



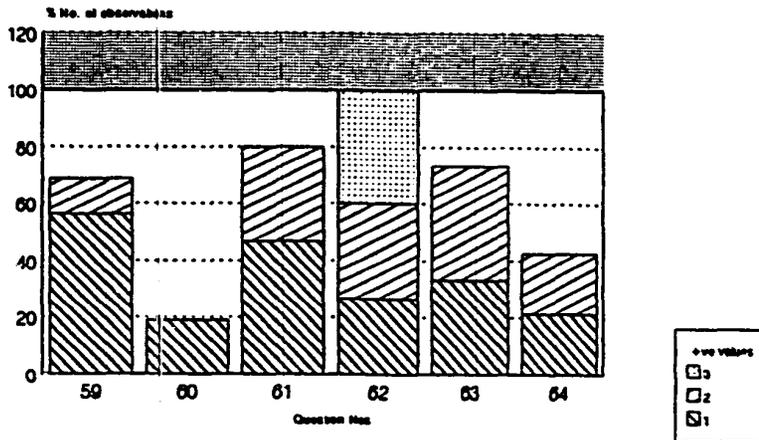
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2.3.5.a. PAMs gap analysis relative to PARCS Policies & Procedures Knowledge: Tanzania National Parks



Sample n=18 (PAMs & Ass PAMs)

2.3.5.a. PAMs gap analysis relative to PARCS Financial Knowledge: Tanzania National Parks



Sample n=18 (PAMs & Ass PAMs)

Annex 6 : 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.

COLLEGE OF AFRICAN WILDLIFE MANAGEMENT

STRATEGIC ACTION PLAN

The final, and perhaps most important stage in the planning process is to develop an action plan.

In summary participants recommend that the College:

- undertake a user survey to evaluate current performance of Mweka's services and future needs of wildlife authorities for trained personnel and in-service training
- review and redesign the curriculum for greater relevance to the changing requirements of wildlife authorities consultancy services
- raise a campaign to dispel any perceived declining standards, eg by brochures
- carry out an organisational review to improve communications and control
- develop a staff development programme
- review staff recruitment criteria and make recommendations to improve faculty composition and performance
- review existing performance appraisal system
- carry out a study to identify the opportunities to improve the flows in communications and in the management of information
- develop a programme to attract additional donor funding and establish endowment
- engage external help in development of financial management and control systems including financial planning and forecasting procedures
- examine options for expanding research and consultancy activities in support of the College's training programmes
- carry out an international staff recruitment campaign
- examine options for better use of the study areas