

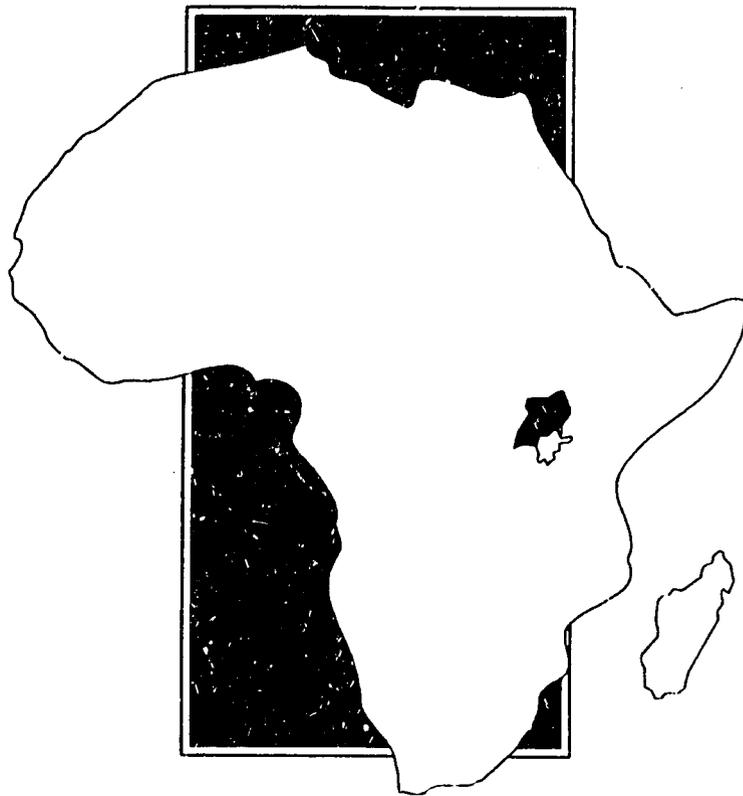
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PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED
AREA MANAGERS IN AFRICA



UGANDA

BEST AVAILABLE DOCUMENT



The WILDLIFE CONSERVATION SOCIETY

**Biodiversity
Support
Program**



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PARCS

Country Report: UGANDA

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EXECUTIVE SUMMARY

UGANDA

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 Uganda the PARCS survey focused on the Uganda National Parks (UNP), the Game Department (UGD) and the Forest Department (UFD). UNP and UGD did not have training plans¹. UFD had recently developed a plan for in-service training in natural forest conservation.

Thirty nine PAMs, three Field Operations Directors (FOD), twenty eight Regional PAMs, four Researchers, four Trainers and four 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 Uganda. Training needs for each skill/competency were determined by a 'gap analysis' which compared PAMs current skill levels with those that PAMs considered were needed for the job.

PAMs identified training needs in the following general areas:

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.

Knowledge Skills:

	1	2	3
UNP:	Policies & Procedures	Technical	Planning
UGD:	Policies & Procedures	Legal	Planning
UFD/RM:	Policies & Procedures	Technical	Legal
UFD/PAM:	Policies & Procedures	Legal	Planning

Mental and Social Skills:

	1	2	3
UNP:	Written Skills	Evaluation	Problem Analysis and Creativity
UGD:	Problem Analysis	Written Skills	All others except oral
UFD/RMs:	Creativity	Problem Analysis	Evaluation
UFD/PAMs:	Written Skills	Creativity and Working with Others	Problem Analysis

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

UNP:

- Ensuring agreed intervention programmes are completed to budget and timetables
- Ensuring optimum levels of visitor satisfaction

UGD:

- Ensuring optimum levels of visitor satisfaction
- Ensuring harmonious relationships with neighbouring communities
- Ensuring agreed intervention programmes are completed to budget and timetables

UFD:

- Ensuring optimum levels of visitor satisfaction
- Ensuring that all activities within the protected area comply with laws and regulations
- Ensuring an appropriate balance between resource conservation and use in the protected area
- Ensuring agreed intervention programmes are completed to budget and timetables

UNP and UGD staff feel 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 respective organisations. UFD has already established an in-service training programme which it hopes to keep modifying in response to changing needs. There may be particular areas where joint training courses would be appropriate. Both UNP and UGD will continue to recruit graduates for warden level positions and to send members of staff to formal training institutes where needed as part of an overall training plan.

FODs' training needs were identified as:

- Strategic planning
- Policy and procedures development
- Human resource development

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

Training Opportunities Assessment

A detailed opportunities assessment was not undertaken. Participants at the joint UNP/UGD/UFD workshop were asked in a plenary discussion to suggest relevant training opportunities.

Recommendations

The establishment of the new Uganda National Parks and Wildlife Service and the deployment of an Assistant Director to be responsible for training, presents an excellent opportunity to plan and develop an integrated training programme, using formal and in-service training opportunities to maximum effect.

The on-going in-service training within the Forestry Department, and the similarity of many training needs in both organisations would also allow the potential for integrating training across the two authorities.

- **Formal**

Uganda has decided to establish a Wildlife Institute to train middle level PAMs as well as rangers. One of the main purposes for establishing the certificate course was to meet a current manpower shortage but whether the demand for such training will remain at the present high level is not certain. Experience in other countries in Africa has shown that newly established national wildlife management training institutes are often not sustainable in the long-term and require continuing donor support:

- a realistic assessment of the establishment of an institute at Lake Katwe, or the suggested establishment of a joint wildlife/forestry certificate course at Nyabyeya, needs to be made.

If this results in the decision to proceed with establishing a long-term certificate training programme, then:

- efforts should be put into training trainers to allow them to offer a well-taught course.

As the Lake Katwe course was taught for the first time only recently, it is likely that the curriculum will need some review - indeed this was recommended in the external examiners report (Foya 1993):

- an evaluation of the course, which includes a survey of the performance of the January 1993 graduates, should be made and the results used to review and adapt the present curriculum.

If the new Uganda National Parks and Wildlife Service decides to establish the Institute as its main training centre, then:

- efforts must be made to secure some sort of long-term funding.

At present UNP and UGD send students to the College of African Wildlife Management at Mweka to undertake the diploma and post-graduate diploma courses:

- the diploma course is likely to still be a useful option and provide certificate holders with the opportunity to work with PAMs from other countries and to obtain an internationally recognised professional qualification.
- the present orientation of the post-graduate diploma towards research activities, does not really address Uganda's need to instil practical skills in its graduate wardens. These needs might be better addressed through an in-service programme.

Post-graduate studies at the Masters and PhD level need to be carefully targeted to make maximum use of scarce funding sources:

- if such degrees are undertaken within the context of a training and manpower development plan, then concerted efforts must be made to deploy returning staff to suitable posts within the organisation.
- the increasing recognition for the need for applied research to benefit protected area management does mean that many wardens can meet both personal objectives and the needs of their organisation when undertaking post-graduate studies.

- **In-service**

Although there was a strong preferential bias towards formal training, the Ugandan PAMs interviewed during the PARCS project all recognised the great value of a well-structured in-service training programme to meet their own training needs as well as those of their organisations. They also recognised that these did not necessarily coincide. The general consensus was that expertise exists within Uganda to develop relevant courses, but what was needed was the overall vision and framework to establish such a programme. This thinking is very much in line with the tenets of the PARCS project and Uganda would be an excellent country for an in-service training initiative to be undertaken.

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?
- What is the existing training that has been received by current PAMs?
 - Comparisons of types of training received by PAMs, in respect of years of service, that has contributed most to gaining skills.
 - Does training received cover all major requirements?
 - How well does existing training prepare PAMs? Does type of training received reflect the degree of preparation for requirements?
 - Does exposure to various conservation techniques (other than in-service training) improve PAMs skills and knowledge?
 - What do training programs aim for?
- 1.3.2.5 Assessments of Field Operations Directors (FODs)
- What are the responsibilities of senior management positions (i.e. FOD)?
 - What kind of training has been received in these areas?
 - What are FOD training priorities?
- 1.3.2.6 What further training is required?
- Where are the biggest gaps perceived by PAMs between self-evaluated skills and those required for the job?
 - Where are the biggest gaps perceived by others?
 - 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

Over the past few years Uganda has been undertaking a major programme of reconstruction which has included providing support and resources to protected area authorities. Years of political turmoil and economic instability had resulted in low levels of funding, poor staff remuneration, lack of field equipment, physical threat from well-armed poachers in protected areas, and the inability to enforce legislation. Many staff received little or no training during this period and this hindered management efforts still further (IUCN 1992).

Protected area authorities have been the recipients of external donor support through several projects. Most have included training components and a wide variety of training methods have been used, ranging from formal training, the development of in-service courses (notably the FAO/UNDP Wildlife and National Parks Project and the EC-funded Natural Forest Management and Conservation Project), study tours, short courses and on-the-job training.

The PARCS training needs assessment was therefore undertaken at a time when the immediate crisis of training protected area managers had been met through the endeavours of several projects - and in many cases training was still ongoing. With the stabilisation of the country and the growth in the economy, protected area authorities are increasingly being able to address their mandates more comprehensively, and a growing awareness of the need to integrate conservation with local community resource use has arisen. The revival of tourism and the increased number of visitors to the national parks has highlighted the potential for significant revenue generation. Protected area managers are becoming increasingly optimistic that their jobs will allow them the potential to play a significant and contemporary role. There is general recognition that new knowledge and skills will be needed to perform this role. The PARCS training needs assessment set out to solicit the views of what Uganda's protected area managers feel are their training needs and priorities.

2.1.1 Summary of Uganda's Protected Area system;

See Figure 1 for a summary of Uganda's protected area system (IUCN 1992). In November 1993 Mt Elgon, Kibale and Semliki Forests were declared national parks.

2.1.2 Protected Area authorities

At present there are three protected area authorities in Uganda - the Forest Department (UFD), Uganda National Parks (UNP) and the Game Department (UGD).

The Forest Department is under the recently created Ministry of Natural Resources and is responsible for the implementation of the national forestry policy and for the creation and management of forest reserves. At the time of the PARCS survey, UFD was managing Mt Elgon, Kibale and Semliki Forests, but these have now moved under the jurisdiction of UNP.

At present Uganda National Parks and the Game Department both come under the Ministry of Tourism, Wildlife and Antiquities. Uganda National Parks is a parastatal organisation which manages the national parks in Uganda, whilst the Game Department administers all wildlife outside the national parks, and is responsible for the management of game reserves, controlled hunting areas and game sanctuaries. In addition the Game Department is also responsible for the compliance with international conventions, regulating trade in wildlife products and developing a wildlife-based industry.

Figure 1:

SUMMARY OF PROTECTED AREAS

Map ¹ ref.	National/International designations Name of area	IUCN management category	Area (ha)	Year notified
<i>National Parks</i>				
1	Gorilla (Mgahinga)	II	2,445	1991
2	Kidepo Valley	II	134,400	1962
3	Lake Mburo	II	53,600	1982
4	Mt Rwenzori	II	61,361	1991
5	Murchison Falls	II	384,000	1952
6	Queen Elizabeth	II	197,800	1952
<i>Nature Reserves</i>				
7	Igwe/Luvunya	IV	1,080	1989
8	Kasgala	IV	10,314	1976
9	Kisanju	IV	2,117	1960
10	Maruzi Hills	IV	6,829	1990
11	Ngogo	IV	7,200	
12	North Mabira	IV	3,355	
13	Walbira	IV	3,210	1989
14	Wambabya	IV	3,429	1989
15	Zoka	IV	6,084	1990
<i>Game Reserves</i>				
16	Ajal	IV	15,600	1962
17	Bokora Corridor	IV	203,363	1964
18	Bugungu	IV	74,830	1968
19	Karuma	IV	71,272	1964
20	Katonga	IV	20,662	1964
21	Kibale Forest Corridor	IV	33,915	1964
22	Kigezi	IV	38,232	1952
23	Kyambura	IV	15,514	1965
24	Maneniko	IV	158,656	1964
25	Plain Upe	IV	228,715	1964
26	Toro	IV	58,456	1929
<i>Sanctuaries</i>				
27	Difule Animal	IV	1,024	
28	Entebbe Animal & Bird	V	5,120	
29	Jinja Animal	VI	3,261	
30	Kazinga Animal	VI	2,243	
31	Mount Kcl White Rhino	IV	45,220	
32	Otze Forest White Rhino	IV	20,480	
33	Zoka Forest Elephant	VI	20,700	
<i>Sites of Special Scientific Interest</i>				
34	Bwto-Bavuma	V	1,096	1989
35	Kifu	V	1,419	1989
<i>Forest Reserves</i>				
36	Mt Elgon	VI	119,536	1938
37	Zoka	VI	6,089	
<i>Controlled Hunting Areas</i>				
38	Bubuka	VI	1,750	
39	Central Karamoja (Napak)	VI	22,451	
40	East Madl	VI	175,220	
41	Kalso Tonya	VI	22,690	
42	Karuma	VI	24,061	
43	Katonga	VI	227,660	
44	Lipan	VI	89,856	
45	North Karamoja	VI	1,079,330	
46	Sebel	VI	253,490	
47	Semliki	VI	50,400	
48	South Karamoja	VI	798,470	
49	West Meri	VI	83,123	
<i>Biosphere Reserve</i>				
	Queen Elizabeth (Rwenzori) National Park	IX	220,000	1979
<i>Ramsar Wetland</i>				
	Lake George	R	15,000	1988

Category VIII forest reserves are neither listed nor mapped.

¹Locations of most protected areas are shown on the accompanying map.

A sectoral policy review has recently been undertaken and a major recommendation was the merger of UNP and UGD into a single parastatal authority the Uganda National Parks and Wildlife Service. After initial resistance the merger is now going to proceed and it is proposed for June/July 1994. The new organisation will be a parastatal and will have 169 senior serving officers. This is considerably more than are serving at present and the deployment of suitably trained personnel will be a major challenge for the new organisation. A possible administrative structure for the new service is presented in Figure 2.

2.1.3 National conservation strategy & conservation objectives

Uganda is currently preparing a National Environment Action Plan (NEAP) and through the work of the various NEAP task forces and the NEAP Secretariat a national environmental management policy for Uganda has been formulated.

A review of the wildlife sector has recently been undertaken. A draft report on Wildlife and National Parks Policy and Legislation (Edroma 1993) outlines certain aims:

- To safeguard Uganda's wildlife, national parks and other protected areas for present and future generations by:
 - conserving areas of natural beauty and historic, educational and scientific value;
 - preserving Uganda's wildlife diversity and protecting endangered and threatened species;
 - creating awareness among Ugandans about the benefits, both economic and spiritual, derived from wildlife and national parks
- To increase benefits derived by local communities from wildlife and national parks by encouraging their involvement in the planning and management of protected areas
- To develop national based tourism through long term planning of the market and by encouraging private sector investment
- To facilitate coordination between ministries involved with the planning and administration of wildlife, national parks and other resources such as forests, fisheries and minerals by:
 - establishing a Natural Resources Committee to advise Cabinet
 - encouraging informal cooperation between ministries at technical levels
- Plan the development of wildlife and national parks
- Aim to increase revenue derived from wildlife and national parks management
- Implement international conventions and treaties on wildlife
- Improve the organisational structure and legal foundation of wildlife and national parks management.

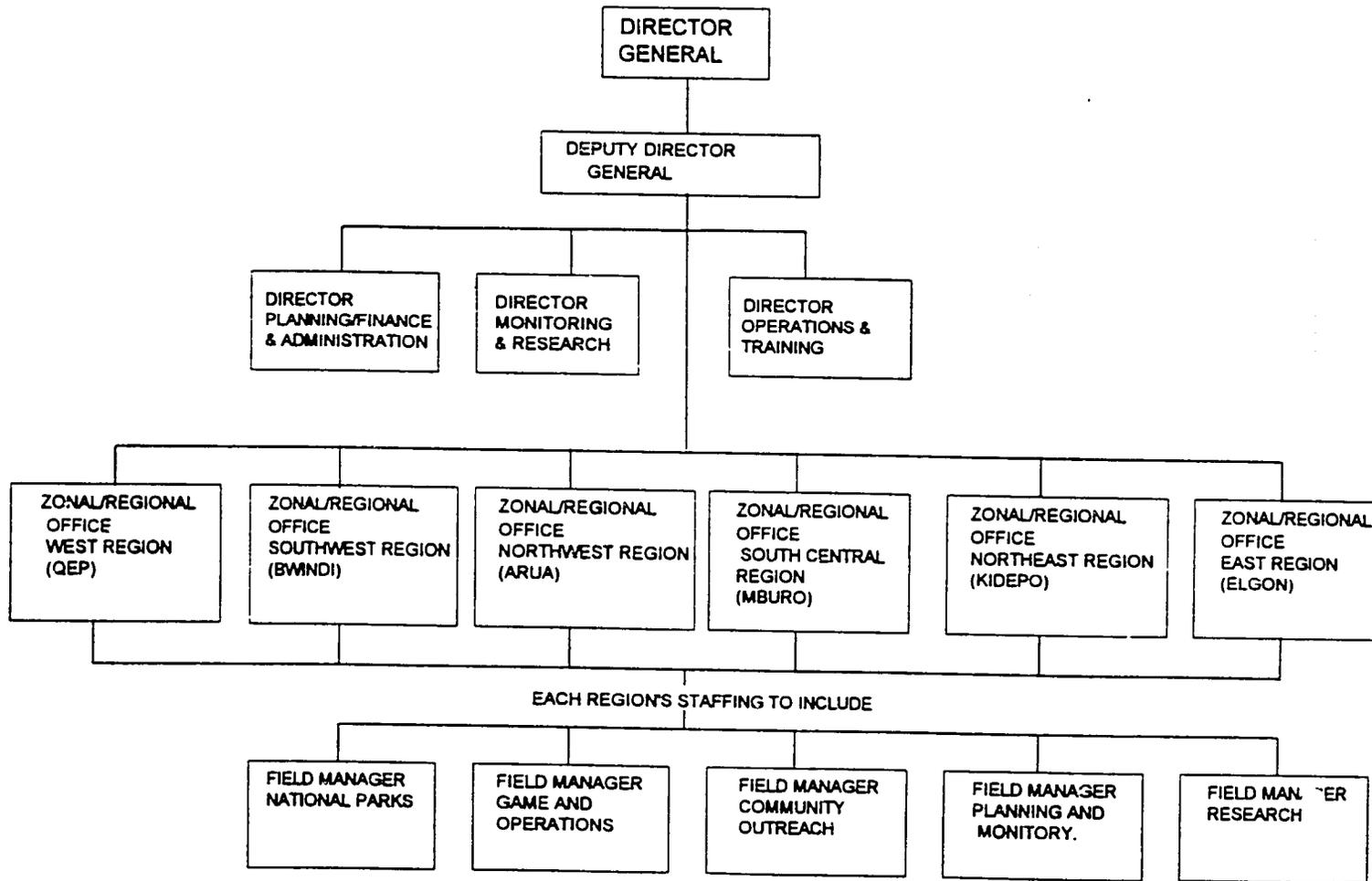
2.1.4 Existing training programmes

2.1.4.1 At the start of the PARCS project in August 1992 the Wildlife and National Parks Project (funded by FAO/UNDP) was still underway. Although this project was formally completed in January 1993 a brief summary will be provided here, because it included a significant component of training support to UNP and UGD. The objectives (Drani pers. comm. 1993) of the project were:

- to review policy and legislation and the institutional structures/organisations responsible for managing protected areas

Possible Administrative Structure of Uganda National Parks and Wildlife Service

Figure 2:



- to carry out surveys in protected areas outside national parks and to determine the viability of these wildlife areas, with a view to recommending regazettment.
- to provide in-service training for game guards/rangers and park/game assistants through a series of short courses. In addition to provide scholarships for attendance at the College of African Wildlife Management at Mweka in Tanzania and to arrange study tours where relevant.
- to strengthen protection capability through the provision of uniforms, radios, vehicles etc.
- to develop strategies to integrate community involvement in protected area management.

2.1.4.2 Of particular interest to this report is the implementation of the in-service training programme. By the end of the project in January 1993 over 600 game guards/rangers had attended short courses which represented 98% of all of the staff at this cadre. 100 wardens and assistant wardens had attended short refresher courses. An evaluation of the project was undertaken in December 1990 and it noted that there was a serious manpower gap between lower cadre staff and senior wardens, ie at the Asst PAM level. Although the certificate course at the College of African Wildlife Management at Mweka, Tanzania was an appropriate course to provide skills for assistant wardens, the need to train a significant number of people at this level resulted in the evaluators suggesting a seemingly more cost effective strategy and recommending the development of a certificate course within Uganda. An 18 month course was proposed to fit within the life of the project and was developed over the next six months - partially based on the Mweka syllabus. The course, which was run at a site near Lake Katwe and taught by staff from the project, the Game Department and the Uganda Institute of Ecology, took in its first intake in August 1991. The cost of the course was \$1500 per student (as opposed to the fees of \$5000 per year at Mweka). In January 1993 a high proportion of the students graduated successfully and are now deployed in protected areas in Uganda. Unfortunately after the project finished funds were not available to continue this initiative, although the Government of Uganda had agreed to provide land at Lake Katwe to establish a permanent institution. However UNP and UGD managed to secure some additional funds from FAO and with the government subvention were able to offer a second course which began in August 1993. UIE, UNP and UGD staff are the main trainers on the course which will run for two years. A proposal has been put forward to collaborate with the Forest Department and offer a combined wildlife and forestry certificate course at Nyabyeya Forestry College.

2.1.4.3 UNP and UGD: There is no Training Officer at UNP or UGD and the responsibility for monitoring training is assigned to the deputy directors. No training plans have been developed, no training records are kept and there are no training budgets. Although both organisations recruit graduates from Makerere University as wardens (and so some have already received basic training), UNP and UGD have had to rely, and continue to do so, on external donors to provide scholarships for staff to attend the College of African Wildlife Management at Mweka or other types of formal training. The funds available for training through donor supported projects are not tracked. UNP has recently initiated in-service training for its staff in accounting and financial procedures. These courses are being developed by the UNP Financial Controller.

2.1.4.4 UFD: The UFD has a Training Officer but until recently, the department had never drawn up a programme of what expertise is needed and what is available. This has meant that there has not been effective use made of the knowledge gained from formal training particularly at post-graduate level. However, under the EC-funded Natural Forest Management and Conservation Project a comprehensive in-service training programme has been planned for many members of the Forest Department and is currently being implemented. This involves training through workshops and seminars as well as developing short courses at Nyabyeya Forestry College and is primarily aimed at reorientating Forest Department staff from traditional plantation and extraction forestry techniques to managing natural forests for conservation and sustainable use. The first of the short courses was taught at Nyabyeya in August 1993 using a combination of the college staff and guest lecturers and ran for two weeks (see Annex 2 for outline of the course).

2.1.5 In-country PAM profile

- 2.1.5.1a UNP: Over the past five years UNP has focussed on recruiting many wardens and assistants into the organisation. Now within UNP many of the wardens are graduates from Makerere University. Several hold additional post-graduate qualifications. The recent graduation of park/game assistants from the certificate course run at Lake Katwe has boosted the number of certificate holders within UNP and UGD.
- 2.1.5.1b UNP has 35 wardens, 6 researchers, and 8 officers at HQ, of which there are 28 BSc, 8 MSc, and 2 PhD degrees held and 1 MSc and 1 PhD candidates. In addition there are 11 diploma, and 15 certificate (Mweka and Lake Katwe) holders who were all given an opportunity to attend these courses after joining UNP. 3 certificates in accounting and administration are held.
- 2.1.5.2 UGD: UGD has a severe manpower shortage and has experienced difficulty in recruiting skilled personnel into the organisation. UGD has 6 graduates, 3 diploma and 20 certificate holders but would like a complement of 20, 16 and 52 respectively to meet its present manpower demands. These predicted figures will now change with the creation of the new service. For the most part diploma and certificate courses (at Mweka and Lake Katwe) are attended after a person has joined UGD. Many of the reserves under UGD jurisdiction are managed by locally recruited game assistants who only have training to school certificate.
- 2.1.5.3 A job descriptions was available for wardens from UNP (see annex 3) but these will be prepared in more detail as part of the proposed merger. At present there are no performance appraisal systems in place, although this has been recommended to UNP (Price Waterhouse 1991).
- 2.1.5.4 UFD: At present the UFD has over 100 graduates in forestry from Makerere and 23 MScs holders and trains other cadres of staff to certificate and diploma level at Nyabyeya Forestry College. Much of this training has been in the more traditional areas of forestry.

2.2 METHODS

2.2.1 Analysis by validation, gap analysis: PAMs vs FODs, etc

- 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 Uganda:

- 2 questionnaires were completed by UNP wardens during visits to the AWF offices in Nairobi.
- 20 questionnaires were mailed out to PAMs working for the UGD.
- At Mweka a consultant to the PARCS project (who was a visiting lecturer at Mweka and hence well known to the students) explained the PARCS project and the questionnaire to students from Uganda and each was then requested to complete it in his own time.
- A workshop was held in Kampala on 30 March 1993 and attended by UNP, UGD, UFD staff including PAMs, Asst. PAMs, Researchers and FODs as well as Field Associates. There were over 30 participants which included the warden in charge of every national park, each forest park and senior wardens from the UGD. After opening remarks from the Director of UNP, the Chief Commissioner for Wildlife and the Assistant Commissioner for Forests, the participants completed the questionnaires. The participants were then divided into three groups representing their respective organisations and the post-questionnaire discussion was held. The comments were summarised at a plenary session. A discussion of training opportunities within Uganda was then held.
- A workshop was held in Kampala on 31 March 1993 and attended by UFD District Forest Officers (Regional Managers) and trainers. The questionnaires were completed during the workshop and a plenary post-questionnaire discussion was then held.

2.2.2.2 A total of 83 PARCS questionnaires were completed for Uganda.

2.2.3 FODs comments on training needs

2.2.3.1 FODs from each of the three organisations completed a questionnaire assessing the skill levels required and the skills levels attained in general, among the managers in protected areas under their jurisdiction. In addition interviews were held with FODs in UNP and UGD.

2.2.3.2 UNP: The Deputy Director of UNP indicated that he perceived the primary training needs for PAMs to be in the areas of administration, financial management and planning. The Deputy Director had recently moved to UNP HQ after serving as a PAM for many years in the field. In his new pos. he identified his primary training needs to be in the area of personnel and administration, planning and community conservation. When asked specifically about FOD training needs the following areas were identified as important:

- Strategic planning
- Development and compliance of policies, procedures, and standards
- Representation of organisation and public relations
- Planning optimal deployment of well-motivated competent staff
- Ensuring availability of hardware and software necessary to achieve organisation's objectives, within budget.

2.2.3.3 The UNP Deputy Director provided a job description for his post:

1. Deputise for the Director
2. Specific duties include:
 - to plan, supervise and execute all administrative and general services
 - to handle personnel and establishment matters eg staff welfare, annual leave, remuneration, promotions, disciplinary matters, terms and conditions of service, etc, of staff of the organisation
 - to prepare quarterly and annual reports of the national parks for final editing by the Director
 - to monitor and advise on projects undertaken by researchers at the Uganda Institute of Ecology so as to enhance park management techniques
 - to visit individual parks for assignments given by the Director
 - to handle matters concerning wildlife conservation education and extension with the Wildlife Clubs of Uganda and the wardens responsible for this task
 - to supervise and coordinate in particular duties of officers and staff at headquarters
 - to act as chief advisor to the Director
3. To carry out any other duties assigned by the Director.

2.2.3.4 It was felt that in-service training for senior management staff would be an appropriate way to build knowledge and skills in these areas and that this should be done through a series of short courses.

2.2.3.5 UGD: The Deputy Chief Game Warden discussed the dearth of training opportunities for UGD staff and emphasised the importance of the certificate training at Lake Katwe. He felt that this project was providing cost-effective training for UGD as there were many serving officers who had no training beyond school certificate. He was anxious that Uganda should be able to retain this training opportunity.

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

2.2.5.1 No women completed the questionnaire. UNP has one warden who is a woman.

2.3 RESULTS

The results of the PARCS survey in Uganda are presented below. A short paragraph follows each set of results and provides a brief interpretation of those results within the Ugandan 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 39 PAMs and Asst. PAMs and 28 Regional Managers (District Forest Officers) from the three participating organisations.

2.3.1 Data Collection Table (Table 1)

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

UNP

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM				2				9	11
2 PAM		1		6		1			8
3 RM									
4 FOD (for PAMs)				1					1
5 FOD (for own job)									
6 Trainer									
7 Researcher		1							1
8 Field associate		1	1	1					3
9 Private Sector PAM									
Total		3	1	10		1		9	24

Total sample: n=24

UGD

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM						1		4	5
2 PAM				2				8	10
3 RM									
4 FOD (for PAMs)			1						1
5 FOD (for own job)									
6 Trainer				1		1			2
7 Researcher			1					2	3
8 Field associate									
9 Private Sector PAM									
Total			2	3		2		14	21

Total sample: n=21

UFD

POSITION	Interviews only	METHOD							Total
		1	2	3	4	5	6	7	
1 Asst PAM									
2 PAM				6					6
3 RM				28					28
4 FOD (for PAMs)				1					1
5 FOD (for own job)									
6 Trainer				1					1
7 Researcher				1					1
8 Field associate				1					1
9 Private Sector PAM									
Total				38					38

Total sample: n=38

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 collected for the following protected areas:

Forest Parks: Kibale, Mt Elgon Game Reserves: Karuma, Piani Upe, Toro
 National Parks: Bwindi Impenetrable, Lake Mburo, Mgahinga

2.3.3 Respondents' Years in Service/Years as a PAM (Table 2)

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
UNP	10	6	3	1	3	1
UGD	6	5	3	-	3	-
UFD/RM	1	1	5	5	19	9
UFD/PAM	2	2	2	2	2	1

UNP has the youngest serving staff and reflects the recent recruitment drive by that organisation. The Forest Department has many long term employees still based in the field (albeit in regional posts).

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, and RMs 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 i-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:

UNP	88%
UGD	89%
UFD/RM	93%
UFD/PAM	94%

This meant that overall Ugandan 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:

	UNP	UGD	UFD/RM	UFD/PAM
Technical	Over	Under	Over	-
Management	Under	Under	Over	Over
Planning	Mixed	Under	Over	Under
Legal	Mixed	Under	Mixed	Over
Policies and Procedures	Over	Over	Over	-
Financial and Accounting	Under	Under	Under	-

The above results reflect the different perspectives of the three organisations and the roles of the respondents.

UNP: UNP staff indicated where they felt that the PARCS emphasis was not strictly applicable to their organisation. This varied across the six competencies.

UGD: UGD staff on the other hand mostly stated that high skill levels were needed in all the sections of knowledge except 'Policies and Procedures'. This probably reflects the recent paucity of training and support for the UGD and the perception that there needs to be skills training within the department.

UFD/RM: RMs are not based in the field and one would expect that the questionnaire (designed for field based personnel) might not be entirely appropriate. Where there is some discrepancy it appears that the PARCS score overestimates the skill levels needed.

UFD/PAM: The post of PAM within the Forest Department is fairly new. The high concurrence of the respondents with the PARCS score indicates that they may have been guided by this score as their experience in the role of PAM is relatively recent.

For readers interested in knowing which specific questions respondents felt PARCS had significantly (under 50% agreement) under scored the numbers are given below. (Please refer to the questionnaire in Annex 1). There were no questions where PARCS had significantly over scored.

	UNP	UGD	UFD/RM	UFD/PAM
Technical	-	9	-	-
Management	-	19&27	-	19
Planning	36	36	-	36
Legal	-	40	-	45
Policies and Procedures	-	-	-	-
Financial and Accounting	-	-	-	-

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

A 'Gap Analysis' was used to compare PAMs and Asst PAMs, and RMs' 'Knowledge' scores against PARCS' scores. This was designed to give an indication of the difference between PAMs and Asst PAMs, and RMs' 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' or RMs' 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 or RMs and PARCS as to required knowledge. The greater the difference between PAMs' and Asst PAMs', or RMs' 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 3 below. Although this table does not give any indication of the size of the training needs (ie whether there is a score of 1, 2 or 3), it does provide useful information.

Table 3. Percentage of questions in each competency in which at least 60% of respondents identified a training need, using the PARCS standard for comparison.

Skill	UNP	UGD	UFD/R	UFD/P
Technical Knowledge	82	41	82	71
Management Knowledge	40	30	50	50
Planning Knowledge	75	50	58	75
Legal Knowledge	56	56	78	78
Policies & Procedures knowledge	90	70	100	90
Financial Knowledge	67	33	67	67

Total sample: n=82 (UNP=23, UGD=21, UFD=38)

(Asst PAMS & PAMS combined n: UNP=18, UGD=15, UFD/R=28, UFD/P=6)

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

It is perhaps not surprising that Policies and Procedures is an area where PAMs feel they need training, UNP has devolved major responsibility to its wardens in charge of national parks, and PAMs clearly see a need to 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, including within UGD and UFD. The need for planning skills is consistent with the level of responsibility PAMs have within their protected area. The need for increased technical knowledge may reflect the fact that many PAMs do not have formal training in wildlife management.

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

UGD staff are frequently posted in areas where local communities have access to the protected area. Policies and Procedures and Legal Knowledge are essential for PAMs to be confident to undertake their duties effectively.

UFD /RM: Policies and Procedures, Technical Knowledge and Legal Knowledge were identified by District Forest Officers as the key areas where training is needed.

This finding is consistent with the primary functions of the District Forest Officers. All three areas are important for day to day work. The reason technical knowledge is highlighted most likely reflects the changing emphasis within the Forest Department to focus on conservation of natural forest areas and resources as well as plantation forestry.

UFD/
PAM: Policies and Procedures, Legal Knowledge and Planning Knowledge emerge as training needs for Forest Park officers.

These results are the same as the UGD staff and reflect the similar working environment in needing to deal with local people using resources within the 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 4. The percentage of questions in which an average gap of about 2 was identified for knowledge competency areas.

Skill	UNP				UGD				UFD					
	PAM n=18	FOD n=1	RE n=1	FA n=3	PAM n=15	FOD n=1	TR n=2	RE n=3	PAM n=6	RM n=28	FOD n=1	TR n=1	RE n=1	FA n=1
Technical Knowledge	12	24	24	53	6	18	6	6	35	53	47	82	35	59
Management Knowledge	0	0	0	20	0	10	0	0	0	10	20	60	0	10
Planning Knowledge	25	17	25	42	6	42	17	0	33	42	25	67	25	33
Legal Knowledge	11	33	22	33	11	22	0	0	22	22	33	56	22	11
Policies & Procedures knowledge	60	10	30	70	40	50	10	40	0	70	80	100	90	40
Financial Knowledge	17	17	17	17	17	0	0	17	17	17	50	100	33	0

Total sample: n=82 (UNP=23, UGD=21, UFD=38)

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

The above table also includes data from a FOD, a Researcher and Field Associates ie target validators. There is exact concurrence in only one competency - Financial Knowledge. Although there is general concurrence that Technical Knowledge, Planning Knowledge and Policies and Procedures have training needs, it is interesting to look at the differences across the columns. With the exception of Policies and Procedures all validators feel that PAMs have greater needs than they perceive of themselves. This is a common finding across the PARCS survey.

UGD: 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. Interestingly this is the only competency where the FOD does not feel that PAMs have training needs. As before the FOD views the training needs of PAMs much higher than they perceive their needs, particularly in the area of Planning.

UFD
/RM: The District Forest Officers significant training needs are consistent with those identified as overall needs above.

UFD/
PAM: The significant training needs to emerge for PAMs are Technical Knowledge, Planning Knowledge and Legal Knowledge. The result for Technical Knowledge is consistent with the emerging role of PAMs in forest parks and the need to have a wider variety

of skills in this competency. The FOD and FA scores agree with the need for training in Technical Knowledge and Planning - although they generally rank the training needs higher.

The 'gap analysis' results can also be looked at from the perspective of the main divisions of the job as shown in table 5

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

Skill	UNP				UGD				UFD					
	PAM n=18	FOD n=1	RE n=1	FA n=3	PAM n=15	FOD n=1	TR n=2	RE n=3	PAM n=6	RM's n=28	FOD n=1	TR n=1	RE n=1	FA n=1
A = Staffing	17	0	0	33	0	17	0	17	17	17	17	33	17	0
B = Infrastructure	17	17	17	33	17	17	17	0	17	17	17	67	17	17
C = Finance/accounts	0	0	0	0	0	0	0	0	0	0	0	75	25	0
D = Tactical plans	0	0	0	0	0	0	0	0	0	0	0	50	50	0
E = Laws and Regulations	20	0	40	40	0	0	0	0	40	100	60	80	80	60
F = Visitors	47	57	71	86	43	43	29	29	71	71	100	100	57	86
G = Interventions	60	0	20	80	20	80	0	20	40	60	60	100	20	40
H = Community Conservation	13	13	25	38	25	25	0	13	25	38	50	75	38	13
I = Research	17	17	0	17	17	17	0	0	17	17	50	83	17	17
J = Public relations	14	14	14	29	0	14	0	14	14	29	29	57	29	14
K = Resource conservation	13	25	13	63	0	38	13	0	50	50	38	100	38	63

Total sample: n=82 (UNP=23, UGD=21, UFD=38)

UNP: This table shows that wardens feel there are only two main divisions of the job where they have significant training needs ie Interventions (G) and Visitor Services (F). However both the FOD and Field Associates feel that there are training needs in the area of Resource Conservation (K) too. Over the past few years tourist levels in Uganda have begun to increase and UNP staff are very aware of the lack of skills the organisation has in this area.

Interventions are a traditional tool of park management and the respondents are familiar with the relevance of these techniques and can probably assess their skill levels well and this may be one reason that this main division of the job gains such a high ranking for training needs. Other main divisions of the job, such as community conservation, tactical planning and public relations, are newer aspects of the role of the PAM and the results seem to indicate that UNP wardens may not yet be familiar enough with these areas to be confident in how to assess their skill levels.

UGD: Three main divisions of the job seem important to PAMs in UGD - Visitor Services (F), Community Conservation (H) and Interventions (G). The FOD is in concurrence with this and would include Resource Conservation (K) as well. These results again reflect the lack of experience in visitor management, which is perhaps of less relevance to Game Department staff as there are far fewer visitors to game reserves than national parks. UGD PAMs recognise the importance of ensuring harmonious relationships with local communities and that they need more skills to develop such relationships.

UFD: PAMs, RMs, the FOD and FA basically concur that the four main divisions of the job where training is needed are: Visitor Services (F), Laws and Regulations (E) Resource

Conservation (K) and Interventions (G). Although there is also some recognition of the role of Community Conservation (H). These needs reflect well the traditional approaches to forestry as well as recognition of the new roles that forest nature conservation can play in tourism and benefit sharing with local communities .

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 the FODs and 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 1 indicates which questions to which the numbers below pertain, and Annex 5 presents the gap analysis data in histogram form.

a. Technical Knowledge (Wildlife/Tourism)

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

2, 3*, 4*, 5*, 6, 7*, 13, 14, 15 (* = score of 3)

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

3, 4*, 5*, 6, 7, 13, 15 (* = score of 3)

UFD/RMs: Training needs (ie scores >0) were identified for all 17 skills (Column 2, Rows A-K) under Technical Knowledge. The greatest needs (scores ≥ 2) were identified in questions:

2*, 3*, 4*, 5*, 6*, 7*, 10, 13*, 14*, 15*, 16, 17 (* = score of 3)

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

2, 3, 4*, 5, 6*, 7, 13, 14, 15* (* = score of 3)

b. Management Knowledge

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

23, 25* (* = score of 3)

UGD: Training needs (ie scores >0) were identified in 9 out of the 10 skills (Column 3, Rows A-K) under Management. The greatest needs (scores ≥ 2) were identified in questions:

21, 25

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

21, 22, 23, 25* (* = score of 3)

UFD/PAMs: Training needs (ie scores > 0) were identified for 8 out of the 10 skills (Column 3, Rows A-K) under Management. The greatest needs (scores ≥ 2) were identified in questions:

21, 23, 25

c. Planning Knowledge

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

32*, 33*, 34*, 38*, 39*

(* = score of 3)

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

32, 33*, 34, 39*

(* = score of 3)

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

32*, 33*, 34*, 35, 38*, 39*

(* = score of 3)

UFD/PAMs: Training needs (ie scores > 0) were identified in 11 out of the 12 skills (Column 4, Rows A-K) under Planning. The greatest needs (scores ≥ 2) were identified in questions:

32*, 33*, 34*, 38, 39*

(* = score of 3)

d. Legal Knowledge

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

42, 43, 44, 46*, 47*

(* = score of 3)

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

43, 44, 46*

(* = score of 3)

UFD/RMs: Training needs (ie scores > 0) were identified for all 9 of the skills (Column 5, Rows A-K) under Legal. The greatest needs (scores ≥ 2) were identified in questions:

42*, 43, 44*, 46*, 47*

(* = score of 3)

UFD/PAMs: Training needs (ie scores > 0) were identified for all 9 of the skills (Column 5, Rows A-K) under Legal. The greatest needs (scores ≥ 2) were identified in questions:

42, 43, 44, 46*, 47*

(* = score of 3)

e. Policies and Procedures Knowledge

UNP: 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 questions:

49*, 50*, 53*, 54*, 55*, 56*, 58*

(* = score of 3)

UGD: 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 questions:

49*, 50*, 53*, 54*, 55*, 56*, 58*

(* = score of 3)

UFD/RMs: 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 questions:

49*, 50*, 53*, 54*, 55*, 56*, 57, 58*

(* = score of 3)

UFD/PAMs: 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 questions:

49, 50*, 53, 54*, 55*, 56*, 57, 58*

(* = score of 3)

f. Financial Knowledge

UNP: 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:

62*, 63

(* = score of 3)

UGD: 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:

62*

(* = score of 3)

UFD/RMs: 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:

62*, 63

(* = score of 3)

UFD/PAMs: 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:

60, 62, 63

2.3.5.3 Biomes

The PARCS project also recorded information on biomes. In Uganda respondents were managing savannah, dry forest, moist 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 or RM. If the percentage agreement between PARCS and PAMs (or RMs) 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:	UNP	90%
	UGD	89%
	UFD/RM	92%
	UFD/PAM	99%

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 Uganda.

2.3.6.2 'No' Response by PAMs and Asst PAMs

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

- B 13 - writing specification orders and instructions to a third party (UNP)
- E 11 - balancing and evaluating needs of the involved parties in spirit and letter of the law (UNP, UGD)
- F 8 - recognising the significance of physical and statistical information regarding visitor impact (UGD, UFD/RMs)
- F 11 - evaluating options and selecting courses of action regarding visitor services (UGD, UFD/RMs)
- I 9 - determining causes of why research programme is not to timetable (UNP, UFD/RMs)
- I 11 - evaluating the results of research and their application (UNP)
- J 13 - preparing press releases (UNP)

UNP: These results reflect a dichotomy between research and park management which is common in many protected area authorities. In the past research projects have often been carried out by people external to the wildlife authority in Uganda and have not had direct relevance for management objectives. Although the Uganda Institute of Ecology has a mandate to orientate research activities undertaken to the needs of protected area planning and management for UNP this has yet to become as wide ranging in scope as is needed. Clearly some wardens do not yet feel that they have a role in accessing and interpreting the information generated from research projects.

UFD/RMs: The FD/RMs also listed several other questions pertaining to 'ensuring optimum levels of visitor satisfaction' (F9, F10, F14). Clearly this main division of the job is not one relevant to the District Forest Officers.

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

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

Respondents provided data for their current mental and social skills level: 1=none, 2=poor, 3=satisfactory and 4=good. The data for values of 1 and 2 were analysed to look at where low skills exist and the results are presented in Table 6.

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

Skill	UNP n=18	UGD n=15	UFD/R n=38	UFD/P n=6
Comprehension	27	15	33	47
Problem Analysis	37	25	41	50
Creativity	37	15	46	55
Evaluation	38	15	37	46
Oral	22	8	18	35
Written	44	18	31	63
Working with Others	26	15	30	55

Total sample: n=82 (UNP=23, UGD=21, UFD=38)

	1	2	3
UNP:	Written Skills	Evaluation	Problem Analysis and Creativity
UGD:	Problem Analysis	Written Skills	All others except oral
UFD/RMs:	Creativity	Problem Analysis	Evaluation
UFD/PAMs:	Written Skills Working with Others	Creativity and	Problem Analysis

Written Skills, Creativity, Problem Analysis and Evaluation emerge as the top four skills which PAMs feel they have low skills in. For many PAMs the need to have written skills is obvious, in that report writing is one of the main methods of communication between a remote protected area and the headquarters. Problem Analysis, 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.

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

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

Skill	UNP n=18	UGD n=15	UFD/R n=38	UFD/P n=6
A = Staffing	24	6	11	33
B = Infrastructure	32	17	32	52
C = Finance/accounts	35	22	33	33
D = Tactical plans	33	20	29	21
E = Laws and Regulations	37	13	33	57
F = Visitors	39	22	51	79
G = Interventions	46	20	40	50
H = Community Conservation	31	21	34	47
I = Research	34	18	57	75
J = Public relations	26	11	29	50
K = Resource conservation	22	7	26	43

Total sample: n=82 (UNP=23, UGD=21, UFD=38)

	1	2	3	4
UNP:	Interventions	Visitors	Laws and Regulations	Finance/accounts
UGD:	Visitors and Finance/accounts	Community conservation	Tactical plans and Interventions	
UFD/RMs:	Research	Visitors	Interventions	Community conservation
UFD/PAMs:	Visitors	Research	Laws and Regulations	Infrastructure

(Please note that UFD/RMs had previously indicated (2.3.6.2) that Visitor Services were not appropriate to their jobs and so this should be borne in mind when reviewing the results presented here.)

The findings here are broadly consistent with the training needs which emerged when knowledge competencies were examined. Ugandan PAMs once again indicate that they need skills in 'ensuring optimum visitor satisfaction'. The Forest Department staff indicate the need for skills in research. The PAMs in the UGD and UFD ie those who work most closely with local

communities indicate training needs in community conservation. Interventions also feature in UNP, UGD and UFD/RMs responses. In most cases protected area managers must understand the need for an intervention and the factors to consider in making the decision to intervene draw upon mental and social skills.

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 Uganda 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 (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 2 Showing hard work and dedication through example (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 3 Ensuring objectives of the organisation are explained to staff (UNP, UFD/PAMs)
- A 4 Acknowledging good work in others while positively criticising bad work (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 5 Showing tolerance to others' point of view (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 6 Showing understanding when taking disciplinary measures (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 7 Providing attentive supervision to staff's work, especially when new responsibilities are given (UNP, UGD, UFD/RMs)
- A 8 Developing performance appraisal schemes (UNP, UGD, UFD/RMs, UFD/PAMs)
- A 9 Encouraging subordinate staff to participate in programme formulation (UGD, UFD/PAMs)
- A 10 Cultivating good working relationships which creates rapport for instruction (UNP, UGD, UFD/RMs)
- A 11 Ensure that staff are suitably equipped as regards their training and tools needed to perform efficiently (UNP, UGD, UFD/RMs, UFD/PAMs)

A12 Never criticise organisation openly (UNP)

b Methods to Instil Commitment to Conservation

- B 1 Showing dedication to national, regional and local conservation objectives (UNP, UGD, UFD/RMs, UFD/PAMs)**
- B 2 Explaining to staff the value of conservation by conducting regular in-service refresher courses on conservation ethics (UNP, UGD, UFD/RMs, UFD/PAMs)**
- B 3 Demonstrating the importance of conservation to human needs (UNP, UGD, UFD/RMs, UFD/PAMs)**
- B 4 Becoming involved in extension conservation activities, especially school groups/wildlife clubs (UNP, UGD, UFD/RMs, UFD/PAMs)**
- B 5 Participating in the design, implementation and analysis of effective law enforcement programmes (UGD, UFD/RMs, UFD/PAMs)**
- B 6 Teaching protected area management that fully covers conservation concept (UGD, UFD/RMs)**
- B 7 Discouragement of activities contrary to ethics of conservation (eg off road driving, killing animals, animal disturbance) (UNP, UGD)**
- B 8 Providing incentives for conservation staff especially the wardens who are lowly paid for outstanding performance etc so as to motivate them (UNP, UGD, UFD/RMs)**
- B 9 Teaching costs and benefits of conservation (UNP, UGD, UFD/RMs)**
- B10 Studying past conservation efforts and plans and learning from experiences of others and causes of their successes and failures (UFD/PAMs)**
- B11 Providing necessary work tools (UNP, UGD, UFD/RMs)**
- B13 Researching continually on animal population, behaviour and habitat (UGD)**
- B14 Regulating and controlling exports and imports of scheduled and non-scheduled animals (UGD)**

c Methods to Instil Healthy Attitudes to Adjacent Communities

- C 1 Accepting the validity of community participation in protected area management (UNP, UGD, UFD/RMs, UFD/PAMs)**
- C 2 Listening to and demonstrating willingness to understand community problems (UNP, UGD, UFD/RMs, UFD/PAMs)**
- C 3 Instructing staff on the value of harmonious relations with adjacent communities to the conservation objectives of protected areas (UNP, UGD)**
- C 4 Taking an active role in conflict resolution (eg problem animal control) (UNP, UGD)**
- C 5 Taking opportunities to provide employment for local communities as appropriate to the conservation objectives of the protected area (UNP, UGD, UFD/RMs, UFD/PAMs)**

C 6 Maintaining dialogue with local communities, and getting staff involved in keeping communities up to date with conservation developments in the area (UNP, UGD, UFD/RMs, UFD/PAMs)

C 7 Seeking ways in which tangible benefits can accrue to communities without jeopardising the area's conservation objectives (UNP, UGD, UFD/RMs, UFD/PAMs)

2.3.8.2 Uganda provided a wide array of responses - the most extensive in the whole PARCS survey. This demonstrates a good understanding amongst Ugandan 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.

2.3.9 Language Skills of PAMs and Asst PAMs

Table 8: Language Skills of Respondents expressed as percentages

Organisation/Department	n	Y	N	B
UNP	18	61	28	11
UGD	15	60	40	-
UFD/R	28	71	25	4
UFD/P	6	50	50	-

Total sample: n=82 (UNP=23; UGD=21; UFD=38)

The ability to communicate effectively with community leaders is seen by PARCS as an important asset for PAMs to have. At least 50% of the respondents spoke a language understood by adjacent communities and up to 71% of UFD/RMs did. These high figures most likely reflect the fact that Buganda and English are 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 9: Respondents computer use and skills

Organisation/Department	n	Y	N	B	WP	AC	DA
UNP	18	28	61	11	**	*	*
UGD	15	27	67	7	**		**
UFD/R	28	-	100	-			
UFD/P	6	33	50	17	**		*

Total sample: n=82 (UNP=23; UGD=21; UFD=38)

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

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

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank		1	1	3	4	1	7			1								18
A	1																	1
B		1	1															2
C	2			1			1											4
D	1			2														3
E					1													1
F	2	1	1	1														5
G																		
H	2	1	3	1			1											8
I	1																	1
J							1											1
K	1	1		1														3
Totals	10	5	6	9	5	3	8			1								47

Total sample: n=24

Asst PAMs & PAMs combined: n=19

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

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank		3	1	2	1		2											9
A			4	1	1	2												8
B	2																	2
C	1						1											2
D	1			1														2
E					1													1
F	1																	1
G					1													1
H	1	4	2	3		3												13
I		3		2	1	2	2											10
J																		
K			2	2			2											6
Totals	6	10	9	11	5	7	7											55

Total sample: n=21 Asst PAMs & PAMs combined: n=15

Table 10: Training Priorities Identified by Respondents (PARCS No. 2.3.11) - UFD/R

MAIN DIVISIONS	COMPETENCIES																	Totals
	Blank	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Blank		3	10	6	6	3	5											33
A																		
B		1																1
C																		
D	3																	3
E																		
F	1	1																2
G			1															1
H	7		1	1														9
I	4																	4
J	3																	3
K	4																	4
Totals	22	5	12	7	6	3	5											60

Total sample: n=38 RMs: n=28

Table 10: Training Priorities Identified by Respondents (PARCS No. 2.3.11) - UFD/P

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

Total sample: n=38 Asst PAMs & PAMs combined: n=6

2.3.11.1 These tables shows that the main competencies where PAMs and RMs cited their training needs were:

UNP	UGD	UFD/R	UFD/P
Planning	Planning	Management	Management
Management	Technical	Planning	Technical
Technical	Pol. & Proc.	Legal	Planning
Legal	Finance/acct.	Technical	Legal
Finance/acct.	Finance/acct.		

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 all four groups.

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 (particularly by the UFD/RMs) as a necessary skill. This confirms the perceptions of the FODs and 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:

UNP	UGD
Community conservation	Community conservation
Visitor services	Research
Finance/accounts.	Staffing
UFD/RMs	UFD/PAMs
Community conservation	Public relations
Research	Resource conservation
Resource conservation	Community conservation & staffing

The above lists acknowledge the changing role of a warden by citing community conservation, visitor services and public relations as the main divisions of the job where wardens would like further training. An additional interpretation of this result is that these three main divisions of the job are also those that wardens confront on a daily basis and need to make decisions on, often without recourse to headquarters. However, wardens continue to recognise the need to be conversant and up-to-date with resource conservation, which after all is the primary purpose for the establishment of the protected areas under their care and see research as a means of increasing their knowledge of resource conservation.

2.3.12 Training Received

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

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

2.3.12 Training Received

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

	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	•	•	•	•	•
(c) Attitudes	14	•	•	•	•	
	15	•	•			
	16	•	•			
	17	•	•			

Total sample: n=24 Asst PAMs & PAMs combined: n=19

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

	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	•	•	•	•	•
(c) Attitudes	14	•	•	•	•	•
	15	•	•		•	•
	16	•	•		•	•
	17	•	•		•	•

Total sample: n=21 Asst PAMs & PAMs combined: n=15

Table 13: Training Received (PARCS No. 2.3.12) - UFD/R

	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=38 RMs: n=28

Table 13: Training Received (PARCS No. 2.3.12) - UFD/P

	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=38 Asst PAMs & PAMs combined: n=6

PAMs and RMs in Uganda have received training in several ways. The only major differences in the tables is in the perception of how different types of training have, or have not, lead to instilling certain attitudes.

2.3.12.2 Years since Formal Wildlife Training Received.

	UNP	UGD	UFD/R	UFD/P
0-2	63%	21%	5%	33%
3-5	19%	43%	-	-
6-10	13%	7%	14%	67%
> 10	-	19%	55%	-
'no date'	5%	10%	26%	-

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 and RM

The following formal training as listed training that had been received that was relevant to the job of PAM or UFD/RM.

Type of training	Institute of training
BSc in Forestry	Makerere University - Uganda
BSc in Wildlife Management	Unspecified - United Kingdom
MSc in Environment and Natural Resources	Makerere University - Uganda
BSc in Botany and Zoology	Makerere University - Uganda
MSc	Unspecified - United Kingdom
Diploma in Political Education	Makerere University - Uganda
Postgraduate studies in Management of Wood Industries	Makerere University - Uganda
Diploma in Accountancy	Uganda Commercial College - Uganda
Diploma in Wildlife Management	Mweka Wildlife College - Tanzania
Certificate in Wildlife Management	Mweka Wildlife College - Tanzania

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

It is expected that with increased job experience, PAMs perceptions of various types of training and how they contribute to skill development are likely to change. The results for each group are presented in Figure 3.

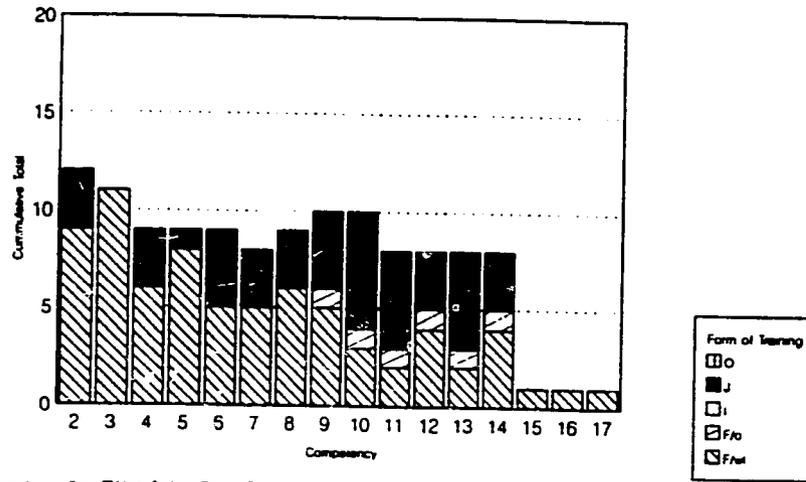
Formal wildlife/forestry training emerges as the most important for most competencies (some exceptions are found in attitudes (columns 15,16,17) for all PAMs irrespective of how long they have been working as protected area managers. One UNP PAM (1-5yrs) cited in- service training as important. Many PAMs have been working with projects funded by conservation

organisations within their respective protected areas and these projects have provided funding for in-service training. This is clearly deemed more useful than on-the-job training which is not mentioned by these UNP PAMs. On-the-job training has been important for UGD staff (6-10yrs), UFD/RMs (6-10 and > 10yrs) and UFD/PAMs (1-5, 6-10 yrs). What is particularly interesting is to what extent on-the-job training contributes to the acquisition of mental and social skills in the long-serving UFD RMs.

In some 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 undertake in-service courses at field level.

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 features to some extent (with the exception of the UFD/RMs), formal wildlife/forestry 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/RMs are having to draw upon formal wildlife knowledge learnt many years ago. Perhaps an in-service training programme could meet this need?

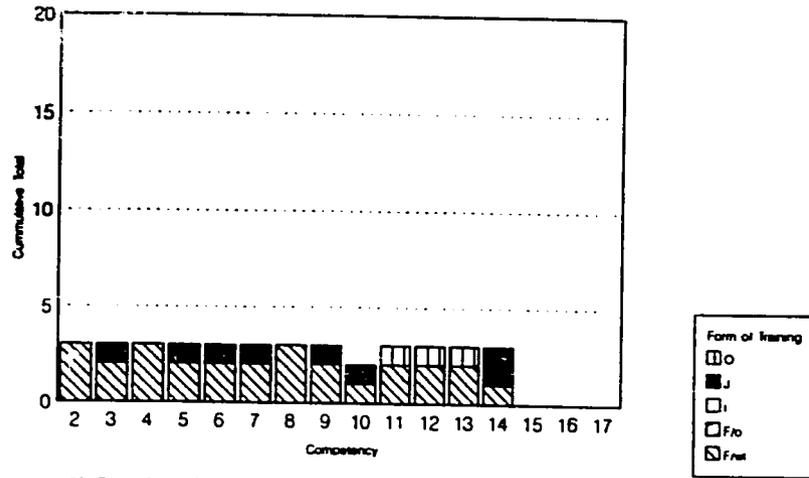
2.3.12.g.1 PAMs training that has contributed most: n=1-5
Uganda National Parks



Total Sample n=24 (PAMs & Ass PAMs Combined n=19)

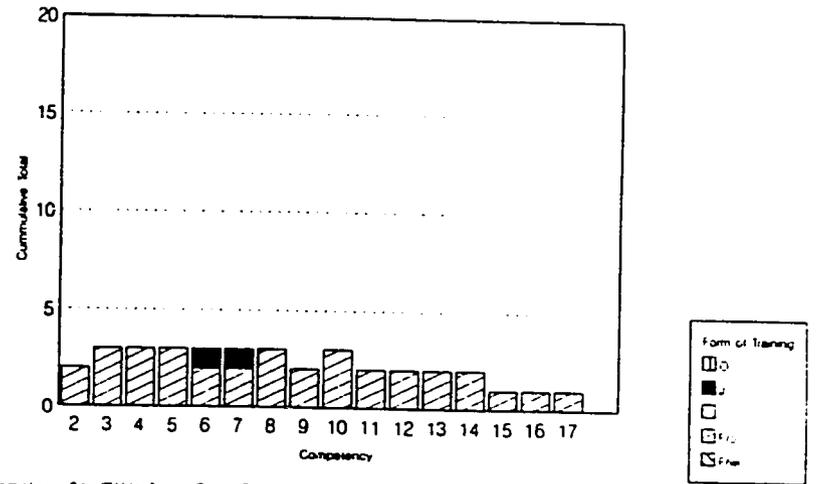
44

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



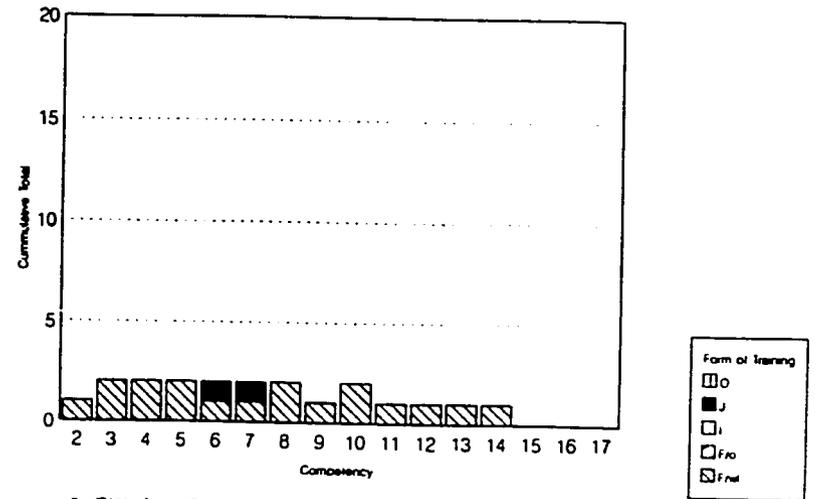
Total Sample n=23 (PAMs & Ass PAMs n=18)

2.3.12.g.3 PAMs training that has contributed most: n=>10
Uganda National Parks



Total Sample n=24 (PAMs & Ass PAMs Combined n=19)

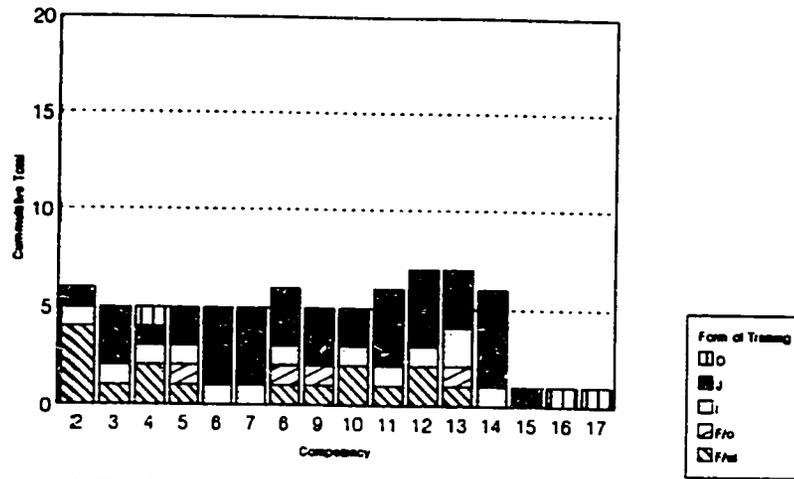
2.3.12.g.4 PAMs training that has contributed most n>10 and received training also in last 5 yrs
Uganda National Parks



Total Sample n=24 (PAMs & Ass PAMs n=19)

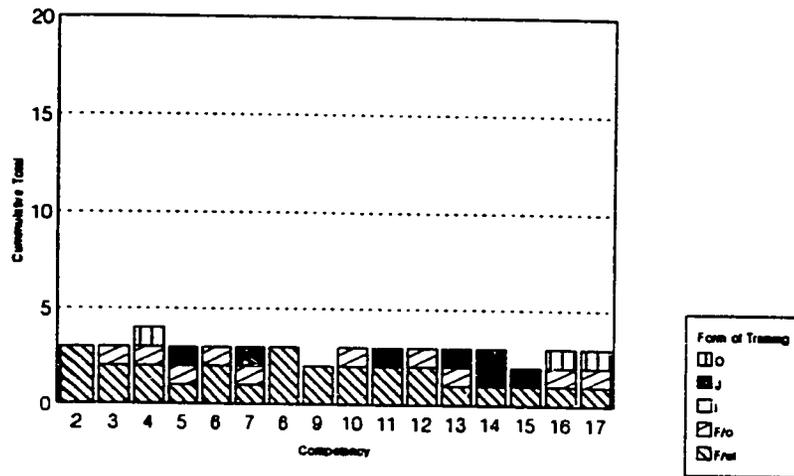
Figure 3: PAMs training that has contributed most - UNP

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



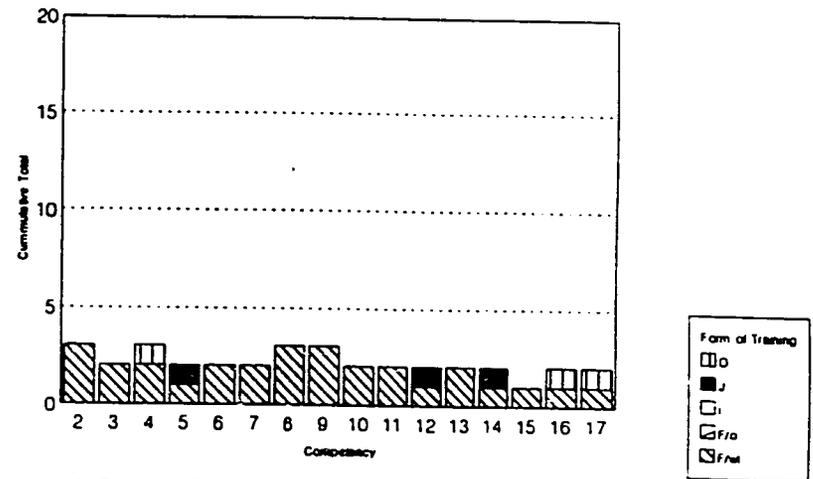
45 Total Sample n=21 (PAMs & Ass PAMs n=15)

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



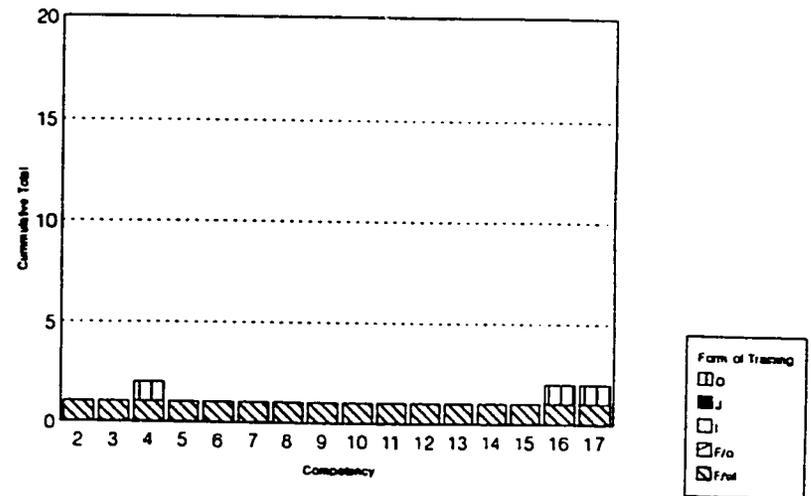
Total Sample n=21 (PAMs & Ass PAMs n=15)

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



Total Sample n=21 (PAMs & Ass PAMs n=15)

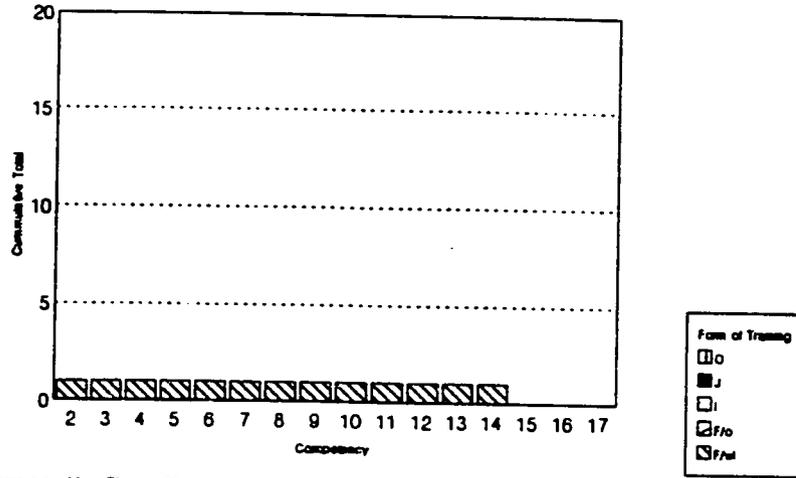
2.3.12.g.4 PAMs training that has contributed most: n > 10 and training also received in last 5 yrs
Uganda Game Department



Total Sample n=21 (PAMs & Ass PAMs n=15)

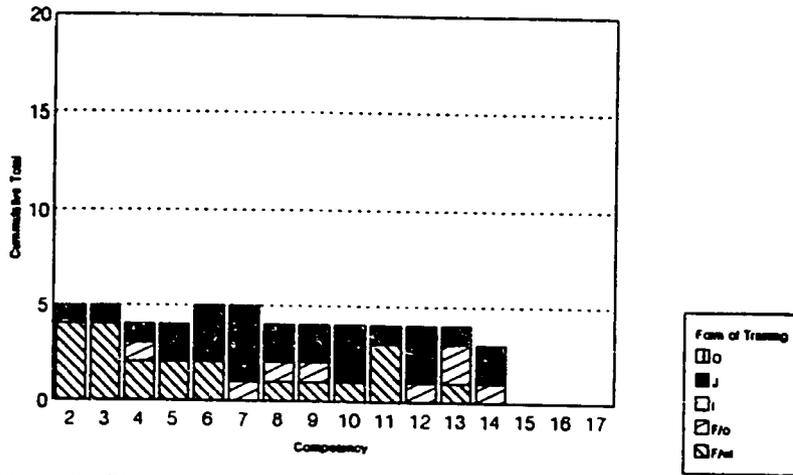
Figure 3: PAMs training that has contributed most - UGD

2.3.12.g.1 RMs training that has contributed most: n=1-5
Uganda Forest Department



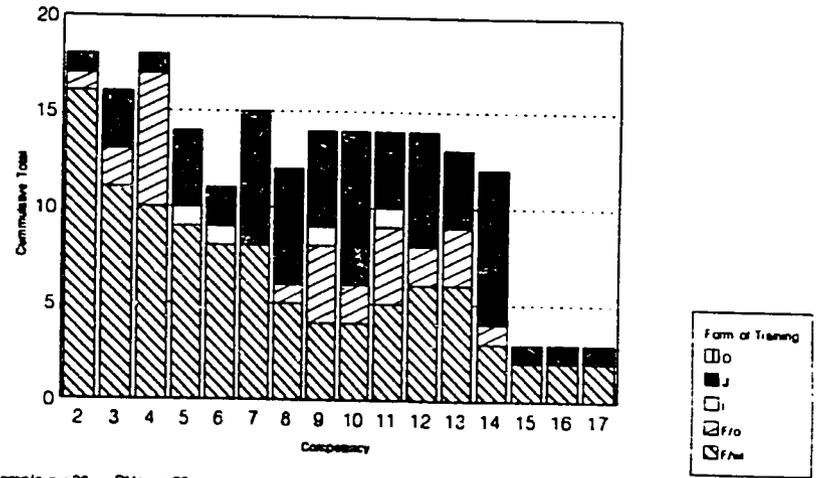
46 Total Sample n=36 RMs n=26

2.3.12.g.2 RMs training that has contributed most: n=6-10
Uganda Forest Department



Total Sample n=36 RMs n=26

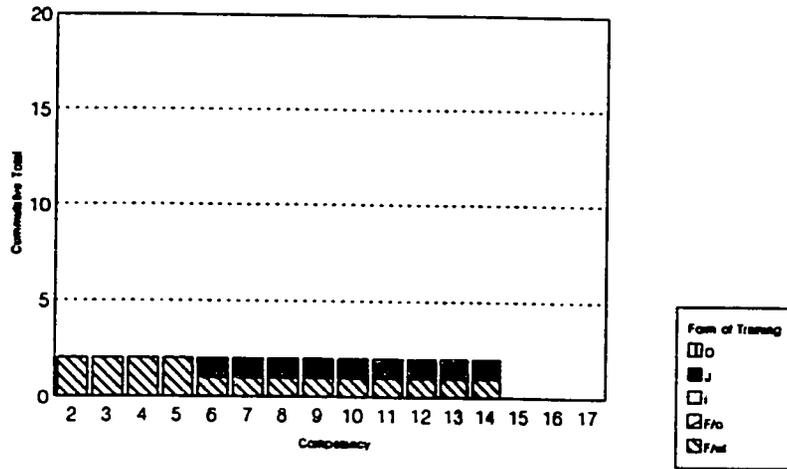
2.3.12.g.3 RMs training that has contributed most: n > 10
Uganda Forest Department



Total Sample n=36 RMs n=26

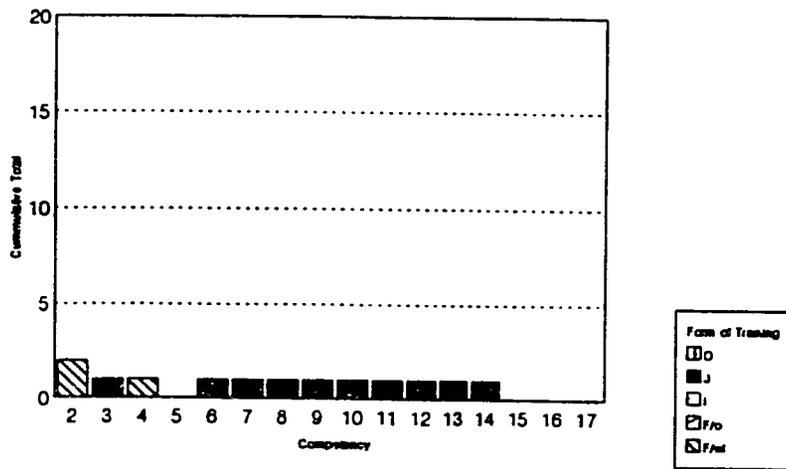
Figure 3: PAMs training that has contributed most - UFD/R

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



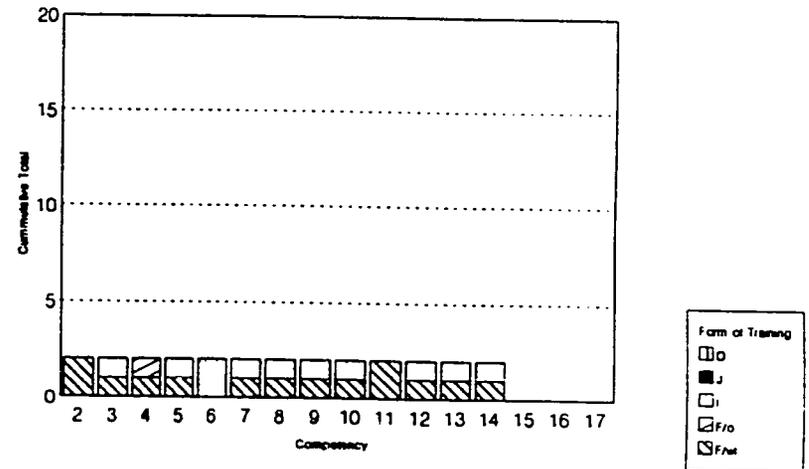
Total Sample n=36 (PAMs & Ass PAMs n=6)

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



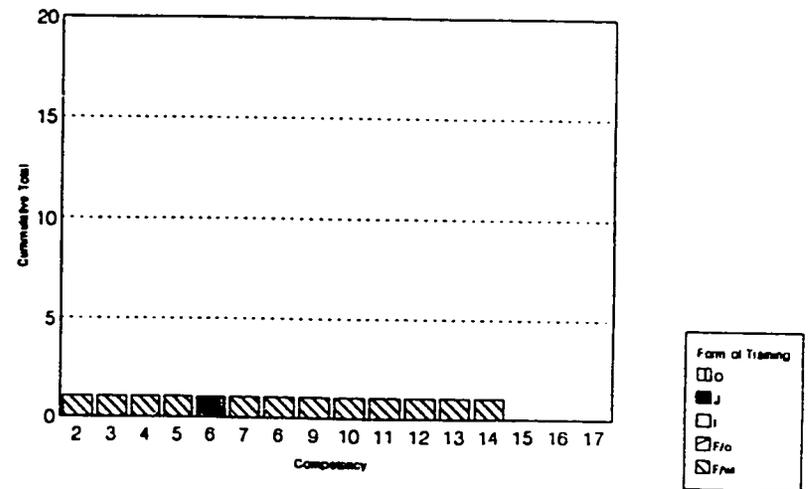
Total Sample n=36 (PAMs & Ass PAMs n=6)

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



Total Sample n=36 (PAMs & Ass PAMs n=6)

2.3.12.g.4 PAMs training that has contributed most: n > 10 and training also received in last 5 yrs
Uganda Forest Department



Total Sample n=36 (PAMs & Ass PAMs n=6)

Figure 3: PAMs training that has contributed most - UFD/P

SECTION 3

TRAINING OPPORTUNITIES ASSESSMENT

3.1 Methods

- 3.1.1 A detailed opportunities assessment was not undertaken. Participants at the joint UNP/UGD/UFD workshop in March 1993 were asked in a plenary discussion to suggest relevant training opportunities which could be used in the development of in-service training short courses.
- 3.1.2 The PARCS RM met staff at the Makerere University Institute of Environment and Natural Resources (MUIENR) in January 1993 to discuss the MSc course which is presently run, and to discuss the possibility of developing short technical courses.

3.2 Findings

- 3.2.1 The suggestions for training opportunities from the workshop participants are listed below and divided into the categories in the questionnaire.

TECHNICAL

- MUIENR: MSc course, seminars, workshops, inventory work
- Makerere University Biological Field Station (MUFBS): research techniques, training (short courses), education site and expertise
- Uganda Institute of Ecology: research and monitoring
- Institute of Tropical Forestry and Conservation: research techniques
- Makerere University Dept. of Agriculture: diploma in extension education
- Ministry of Health: short courses in participatory extension methodologies
- Nsamizi Institute for Social Development: community development
- Veterinary Training Institute: animal diseases
- Fisheries Training Institute: aquatic reserves and those with lakes
- Namolunge Research Institute: range management
- District Farm Institutes:
- Soroti Flying School: pilot licence
- Uganda Polytechnic: basic engineering
- Nyabyeya Forestry College: paramilitary training
- Hotel Management and Catering College: tour guiding etc.
- Survey Training School: surveying, mapping
- Nurses Training Institute: first aid

MANAGEMENT

- Management Training and Advisory Centre: personnel management, computer skills
- Uganda Management Institute: communication, personnel management, project design, report writing, strategic planning
- Computer consulting companies: computer use and systems
- Commercial business institutions: correspondence courses
- Institute of Teachers Education: training trainers

LEGAL

- Law Development Centre: diploma in environmental law, prosecuting skills
- Police Trainig College: prosecution, investigation and law enforcement

- 3.2.2 MUIENR staff expressed an interest in being involved in developing short courses for in-service training, but mentioned that at present the Institute is involved in many activities placing heavy demands on its few staff members. MUIENR offers a two-year masters programme which has a core course and optional courses in the physical environment and its management or biological

and human environments. The degree includes a requirement to undertake six months of field work and the preparation of a dissertation. The MSc is relevant to wardens as it puts protected area management into context with the broader issues of the management of natural resources. To date only Ugandan students have attended the course, although it is open to non- Ugandans as well.

- 3.2.3 The Tropical Biology Association in association with the Makerere University Biological Field Station plans to establish annual field courses in tropical biology (covering topical areas of ecology, conservation biology, and resource management, integrated with project work) for a combination of European and host-continent students which will be taught by a combination of academics from European and African countries. The aims of the courses include the transfer of expertise and technology; the establishment of effective links between universities in Europe and Africa; and the support and development of tropical biology within Europe. Initial funding has been secured and at least two courses (4-5 weeks long) will be taught each year from 1994-1996.
- 3.2.4 One of the major outcomes of the National Environmental Action Plan will be the establishment of the National Environmental Management Agency and its deployment of District Environment Officers (DEO) in every district. This new structure is being established in an effort to devolve natural resource management to the districts. An extensive training programme to orientate new DEOs is planned and there may be opportunities for protected area managers to participate in some of the proposed training activities.
- 3.2.5 A regional biodiversity project funded under the Global Environment Facility (GEF) is currently underway and Uganda is a participating country. Projects are being developed to support MUIENR, UIE and the Forestry Department with training initiatives.

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 UNP, UGD and UFD although only UNP had job descriptions available. UNP and UGD staff felt that the PARCS questionnaire accurately reflected the responsibilities of a warden, but had not seen these all these responsibilities presented before. Some UGD and UFD staff are based outside of protected areas and therefore some of the main divisions of the job were not entirely appropriate for these respondents.
- 4.1.2 With the proposed merger of UNP and UGD there will be a need to define the role of PAMs within the new organisation and this should result in the development of detailed job descriptions for wardens and their reporting responsibilities should become more clearly defined.
- 4.2 What are the constraints on meeting these responsibilities? Where does training fit in?**
- 4.2.1 Discussions with UNP, UGD and UFD PAMs indicate that the main constraints to meeting the responsibilities of managing a protected area are the limited funds for operational activities, low salaries and staff support, the existing laws and legal system and political pressure at a local level. The capacity of the protected area authorities is currently being built up, with assistance from external donors, and slowly some of these constraints are being addressed.
- 4.2.2 PAMs also recognise that they need broader skills in some areas, like planning and management, to perform their roles better, but training for these skills is not provided. Many PAMs stated that they had no access to publications or other training materials and felt that if these were provided PAMs could increase their knowledge skills and remain interested and motivated about their professions.
- 4.3 Are PAMs skilled to the level judged by this training needs assessment to satisfactorily do their job?**
- 4.3.1 The results in 2.3.5 show that PAMs do have training needs and that they recognise this. PAMs in all three organisations recognise that they have significant training needs across several areas but overall the UGD shows the highest training needs.
- 4.3.2 PAMs in all organisations have technical knowledge training needs, but this was greatest within UFD and reflects the new emphasis on conservation and sustainable utilisation of forests. The UFD in-service training programme is working to redress these needs.
- 4.3.4 The survey in Uganda shows clearly the need to expand upon the formal training received by PAMs and provide practical training in several areas - most notably planning, policies and procedures and legal knowledge. In keeping with the current emphasis of involving local community participation in protected area management Ugandan PAMs also need training in the design and implementation of community conservation programmes.
- 4.3.5 Many of the PAMs in Uganda are graduates or diploma holders. Uganda places a strong emphasis on 'paper qualifications' and has a significant proportion of PAMs with post-graduate degrees. There is a strong sense amongst serving officers that they want to continue to acquire skills and whilst many would like the opportunity to continue their formal education, they do recognise that many of the skills needed could be best taught through short courses. Many

expressed a wish for a system which recognised and credited attendance on short courses with respect to salary increases or promotion.

- 4.3.6 When looking at mental and social skills, written skills, creativity, problem analysis 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, Ugandan PAMs listed a broad spectrum of activities.

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

- 4.4.1 PAMs in Uganda recognise that the formal training they have received is useful. Many PAMs are graduates of Makerere University and the active involvement of university faculty in research and conservation within Uganda increases the relevance of the degrees conferred. However once placed in field-based jobs many PAMs understand the need for skills in areas like planning, management and community conservation. Formal training was cited as the most useful irrespective of how long a PAM/RM had been serving. This finding has implications for the need for refresher courses - PAMs and RMs are having to draw upon formal wildlife training learnt many years ago. Would this result have been different if an in-service training programme had been in place?

- 4.4.2 Ugandan PAMs had only had limited experience with in-service training, despite this it was felt to be an appropriate method of gaining practical skills as well as filling knowledge gaps. PAMs felt that study tours and staff exchanges were good methods for learning and understanding some of the broader issues related to natural resource conservation. PAMs cautioned however that they felt attending workshops/seminars did not in and of itself make a good manager, and that training opportunities which were offered needed to be carefully tailored and structured in a sequential programme to ensure that skills learned could be built upon in a logical manner.

- 4.4.3 Many PAMs expressed the sentiment that many training opportunities were donor driven (ie supported by donor-funded projects) and were perhaps not always in the areas where priority training needs existed. In addition the momentum for training was often lost once a project finished because the rationale for, and development of, a training plan had not been fully embraced by the protected area authority. This has been a common finding in the overall PARCS project and further reinforces the need for protected area authorities to take the initiative and develop comprehensive training plans which can then be used to lobby for donor support.

4.5 Assessments of Field Operations Directors

- 4.5.1 Field Operations Directors generally felt that their respective organisations had training needs and that all staff would benefit from some sort of continued training through their career development. In UNP where many wardens have received formal training the FOD felt that training was needed in the areas of administration, financial management and planning. The UGD FOD felt that formal technical training was still very much needed by UGD staff who generally had received less than UNP staff. The UFD FOD felt that knowledge in policies and procedures, financial management were needed in addition to technical knowledge.

- 4.5.2 The UNP FOD identified the following areas as training needs at the FOD level: human resource development, planning skills and developing a community conservation programme.

4.6 What further training is required?

- 4.6.1 The key areas where training needs have been identified are outlined in 2.3 4 above. Whilst the training needs of the three organisations show differences there are some common areas. PAMs

from all three organisations listed planning, management, technical, finance/accounting and legal knowledge as the skills they perceive they need to develop further. When considering main divisions of the job community conservation was the only area which all groups cited, but resource conservation and research were cited by at least two sets of respondents.

- 4.6.2 It may therefore be possible to develop some short courses which are applicable to several groups and this has implications for planning in-country training as well as the need for liaison between organisations in the design and timetabling of a training plan.
- 4.6.3 UGD staff expressed the fact that they had constraints in getting access to training as everything had to be routed through government channels, as opposed to UNP staff where permission to be allowed to attend training courses was more easily obtained. With the establishment of the new National Parks and Wildlife Service as a parastatal this will no longer be a constraint.
- 4.7 What present programmes could be restructured/enlarged to include training opportunities for PAMs?**
- 4.7.1 As Section 3 demonstrates there are several training opportunities which could be utilised to meet Ugandan PAM training needs. In discussions after the workshops many participants expressed the view that Uganda has training capability, what is needed are funds to develop specific courses and to sponsor PAMs attendance. It was recognised that this should be done within an overall training plan for each organisation and that emphasis should be placed on deploying staff into positions which can build on and develop newly acquired skills.
- 4.7.2 PAMs recognised that experienced colleagues had much to offer and should be used as resource people for training courses in addition to traditional trainers. The recent development of the certificate course at Lake Katwe was testament to this. The need to train trainers was raised several times as an important area which is currently neglected. How can wildlife managers learn to become trainers? This is a problem which is not restricted to Uganda, and could be something PARCS should address in a pan-African context.
- 4.7.3 There are several large donor-funded projects underway in Uganda supporting protected areas and/or the authorities. Whilst most of these place a strong emphasis on on-the-job training as a means of skills transfer and have specific training components, there could be opportunities to expose a broader range of people to the strategies and methods being employed. PAMs expressed an interest in learning more about the planning and implementation of such projects.
- 4.8 Are there other appropriate training opportunities that have not been utilised?**
- 4.8.1 There were several training opportunities in the list suggested by the workshop participants, which have not been used by the protected area authorities in developing training programmes. Some organisations may offer short courses which are already suitable/useful for PAMs and some may be able to develop tailor made courses. This would need further research and should be done as part of the development of a training plan.
- 4.9 What sort of training should be recommended?**
- 4.9.1 The establishment of the new Uganda National Parks and Wildlife Service and the deployment of an Assistant Director to be responsible for training, presents an excellent opportunity to plan and develop an integrated training programme, using formal and in-service training opportunities to maximum effect. The on-going in-service training within the Forestry Department, and the similarity of many training needs in both organisations would also allow the potential for integrating training across the two authorities.

- 4.9.2 In addition the development of a training plan and programme would provide an opportunity to ensure that the present significant support to training through donor supported projects is coordinated and used to maximum effect during the life of these projects. This is particularly important during the start-up phase of a new protected area authority. The existence of an overall plan would allow external funds to be channelled in such a way that the concern that training is currently donor driven would be overcome.
- 4.9.3 Uganda has decided to establish a Wildlife Training Institute to train middle level PAMs as well as rangers. One of the main purposes for establishing the certificate course was to meet a current manpower shortage but whether the demand for such training will remain at the present high level is not certain. Experience in other countries in Africa has shown that newly established national wildlife management training institutes are often not sustainable in the long-term and require continuing donor support.
- 4.9.4 A realistic assessment of the establishment of an institute at Lake Katwe, or the suggested establishment of a joint wildlife/forestry certificate course at Nyabyeya, needs to be made. If this results in the decision to proceed with establishing a long-term certificate training programme, then efforts should be put into training trainers to allow them to offer a well-taught course.
- 4.9.5 As the Lake Katwe course was taught for the first time only recently, it is likely that the curriculum will need some review - indeed this was recommended in the external examiners report (Foya 1993). An evaluation of the course, which includes a survey of the performance of the January 1993 graduates, should be made and the results used to review and adapt the present curriculum.
- 4.9.6 If the new Uganda National Parks and Wildlife Service decides to establish the Institute as its main training centre, then efforts must be made to secure some sort of long-term funding.
- 4.9.7 At present UNP and UGD send students to the College of African Wildlife Management to undertake the diploma and post-graduate diploma courses. The diploma course is likely to still be a useful option and provide certificate holders with the opportunity to work with PAMs from other countries and to obtain an internationally recognised professional qualification.
- 4.9.8 The present orientation of the post-graduate diploma towards research activities, does not really address Uganda's need to instil practical skills in its graduate wardens. These needs might be better addressed through an in-service programme.
- 4.9.9 Post-graduate studies at the Masters and PhD level need to be carefully targetted to make maximum use of scarce funding sources. If such degrees are undertaken within the context of a training and manpower development plan, then concerted efforts must be made to deploy returning staff to suitable posts within the organisation. The increasing recognition for the need for applied research to benefit protected area management does mean that many wardens can meet both personal objectives and the needs of their organisation when undertaking post-graduate studies.
- 4.9.10 Although there was a strong preferential bias towards formal training, the PAMs interviewed during the PARCS project all recognised the great value of a well-structured in-service training programme to meet their own training needs as well as those of their organisations. They also recognised that these did not necessarily coincide.
- 4.9.11 The general consensus was that expertise exists within Uganda to develop relevant courses, but what was needed was the overall vision and framework to establish such a programme. This thinking is very much in line with the tenets of the PARCS project and Uganda would be an excellent country for an in-service training initiative to be undertaken.

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UNP: Dr Eric Edroma, Director; Mr John Otekat, Deputy Director
UGD: Mr Moses Okua, Chief Commissioner; Mr Opolot, Deputy Chief Game Warden
UFD: Mr Fred Kigenyi, Asst. Commissioner for Forests; Dr Peter Howard, Technical Adviser

My special thanks go to Mr Willie Kakuru for organising both of the workshops in Kampala so efficiently, and my AWF/Uganda colleagues Alex Muhweezi and Mark Infield for their support. At Mweka College, Cynthia Young kindly administered questionnaires to Ugandan students on my behalf.

I would also like to thank my colleagues at AWF in Nairobi: Vitalis Wafula and David Sumba for their unstinting work in designing the data analysis methods, coding data sheets and undertaking all of the data analysis and for preparing the graphics for this report;

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.

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"/>	Some knowledge of contract law (for writing contracts to subcontractors) 41 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of maintenance / construction policies, procedures and standards and procurement procedures 50 <input type="checkbox"/> <input type="checkbox"/>	
22	Working knowledge of financial planning 30 <input type="checkbox"/> <input type="checkbox"/>		Working knowledge of accounting policy and procedures 51 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of accounting and principles of internal control 59 <input type="checkbox"/> <input type="checkbox"/>
	Working knowledge of planning, budgeting and control 31 <input type="checkbox"/> <input type="checkbox"/>		Working knowledge of overall strategies and direction of his/her 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"/> ↓ 3
B Ensure availability of appropriate infrastructure (within budget)	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair and rehabilitation and construction Recommending additional facilities 	Spotting malpractices and potential hazards Y N <input type="checkbox"/> 2	Determining causes of specific and trends on equipment and infrastructure failures Y N <input type="checkbox"/> 14
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 	Understanding financial implications of information Y N <input type="checkbox"/> 3	Determining causes of figures not reflecting the true situation Y N <input type="checkbox"/> 15
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> Accountable for development of annual plan and budget of protected area Responsible for working within the agreed plan and budget Identify strategic options in the protected area and contribute to strategic planning 	Understanding implications of set objectives including their feasibility Y N <input type="checkbox"/> 4	Determining true causes of failure to achieve plan and budget Y N <input type="checkbox"/> 16
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area 	Understanding applicability of laws and regulations in protected areas Y N <input type="checkbox"/> 5	Determining true causes of incidences and trends in incidences Y N <input type="checkbox"/> 17
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitor 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"/> 35	Giving clear instructions to staff and contractors Y N <input type="checkbox"/> 44	Writing specification orders and instructions to third party Y N <input type="checkbox"/> 53	Gaining the cooperation of suppliers and subcontractors Y N <input type="checkbox"/> 61
		Explaining financial implications to senior management and junior staff Y N <input type="checkbox"/> 45		
Developing options to achieve plans and budgets in light of changing circumstances Y N <input type="checkbox"/> 26	Selecting priorities during budget preparation process Y N <input type="checkbox"/> 36	Presenting plan and budget Y N <input type="checkbox"/> 46	Preparing planning and budget briefs for manager, justifying proposals Y N <input type="checkbox"/> 54	Selling plan and budget convincingly Y N <input type="checkbox"/> 62
Having flexibility to reach compromises which respect objectives of the law Y N <input type="checkbox"/> 27	Balancing and evaluating needs of the involved parties in spirit and letter of the law Y N <input type="checkbox"/> 37	Explaining proper procedures and regulations to residents and users of the protected area Y N <input type="checkbox"/> 47	Writing clearly worded notices and instructions Y N <input type="checkbox"/> 55	Gaining cooperation of wrong doers Y N <input type="checkbox"/> 63
Developing options for improving visitor amenities within means available Y N <input type="checkbox"/> 28	Evaluating options and selecting courses of action regarding visitor services Y N <input type="checkbox"/> 38	Getting protected area's perspective across to visitors Y N <input type="checkbox"/> 48	Preparing interpretive materials Y N <input type="checkbox"/> 56	Dealing with dissatisfied visitors Y N <input type="checkbox"/> 64
Designing (contributing to design) or adapting interventions to meet specific needs Y N <input type="checkbox"/> 29	Selecting appropriate programmes and evaluating their success Y N <input type="checkbox"/> 39	Giving clear instructions on technical intervention procedures Y N <input type="checkbox"/> 49	Writing clear reports explaining intervention, its success, failure, etc. Y N <input type="checkbox"/> 57	Gaining cooperation of local communities where appropriate Y N <input type="checkbox"/> 65
Developing ideas for improving community/protected area relations Y N <input type="checkbox"/> 30	Determining why certain community-related initiatives have achieved success Y N <input type="checkbox"/> 40	Presenting information at a level appropriate to target audience Y N <input type="checkbox"/> 50		Having cultural sensitivity Y N <input type="checkbox"/> 66
Identifying opportunities for the application of research Y N <input type="checkbox"/> 31	Evaluating the results of research and their application Y N <input type="checkbox"/> 41		Ensuring research reports are comprehensible for lay people Y N <input type="checkbox"/> 58	Establishing positive relationships with researchers Y N <input type="checkbox"/> 67
Developing public relations materials (oral, written, etc.) Y N <input type="checkbox"/> 32	Selecting materials appropriate for each meeting Y N <input type="checkbox"/> 42	Making formal public presentations and respond to questions unambiguously Y N <input type="checkbox"/> 51	Preparing press releases Y N <input type="checkbox"/> 59	Building up and maintaining network of contacts for information on all important/relevant meetings and events Y N <input type="checkbox"/> 68
Developing methods to achieve management zone objectives Y N <input type="checkbox"/> 33				Working with local communities and other concerned parties during plan development and implementation Y N <input type="checkbox"/> 69

Main Divisions of the Job	1. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17. Community Attitudes
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> 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 	<p>Must have an open mind to research findings</p> <p>Must support role of research as a component of protected area management</p>		
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> Accountable for ensuring that the protected area is represented in every possible area Responsible for ensuring that the information available about the protected area is up to date 	<p>Honesty, Integrity</p> <p>Must make clear when representing the protected area or a personal view</p> <p>Must never criticize the organisation openly</p>	Demonstrated as absolute	Demonstrated as absolute
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area 	Honours conservation objectives of resource management plan		
L Training received				

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

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?

In-service conservation training course for Forest Officers

Timetable

Convenors: Edward Mupada and Simon Grove

MODULE 1

Sunday 22nd August

1500 Participants meet at DFO's, Masindi, for transfer to Nyabysya Forestry College
 1900 Supper
 2000 "An introduction to Nyabysya Forestry College" (lecture) - Wilson Kasolo

Monday 23rd August Convenor: Edward Mupada

0730 Breakfast
 0830 "An introduction to the conservation course" (lecture and brainstorming session) - Edward Mupada
 0930 Pre-course assessment - Edward Mupada
 1030 Tea
 1100 "What is conservation?" (lecture) - Simon Grove
 1145 "Uganda, the Forest Department and nature conservation" (lecture) - Simon Grove
 1230 Lunch
 1400 "An overview of Ugandan ecosystems" (lecture) - Edward Mupada
 1445 "An overview of ecology" (lecture) - Simon Grove
 1530 Tea
 1600 Field visit to Nyabysya Hill: orientation/familiarisation session - James Mutabusa
 1900 Supper
 2000 "Uganda's forests" (slide talk) - Simon Grove

Tuesday 24th August Convenor: Simon Grove

0730 Breakfast
 0830 "What is biodiversity?" (lecture) - Steven Waita
 0930 "Island biogeography and forest conservation" (lecture) - Wilson Kasolo
 1030 Tea
 1100 "Ecological cycles, trophic relationships and forest conservation" (lecture and activity) - Edward Mupada
 1230 Lunch
 1400 "Niches, habitats, communities and ecosystems" (lecture) - Simon Grove
 1445 "Tropical forest dynamics and conservation" (lecture) - Simon Grove
 1530 Tea
 1600 "The ecology of tropical forest management" (lecture) - James Mutabusa
 1900 Supper

Wednesday 25th August Convenor: Simon Grove

0730 Breakfast
 0830 "Sustainability and tropical forestry" (lecture) - Simon Grove
 0930 "Minimising the ecological impact of tropical forest management" (guided discussion) - Samuel Aire
 1030 Tea
 1100 "Plantations, exotics and forest conservation" (guided discussion) - James Mutabusa
 1200 "Tropical forest management and forest conservation: a summary" (lecture) - Simon Grove
 1230 Lunch
 1400 Field visit to Budongo Forest Project: forestry and conservation issues - Christopher Bakuneta, with Jens Bach
 1900 Supper

Thursday 26th August Convenor: Edward Mupada

0730 Breakfast
 0830 "Biological inventory: indicator species and sampling theory" (lecture) - James Kugonza
 0930 "Biological inventory: the forest Department programme" (lecture) - David Kiirya
 1030 Tea
 1100 Field visit to the Busingiro area of Budongo Forest: tropical forest management and nature conservation - Samuel Aire
 1230 Lunch
 1330 Field visit to the Busingiro area of Budongo Forest (continued): tree inventory techniques - David Kiirya
 1600 Tree inventory: report production - David Kiirya
 1900 Supper

Friday 27th August Convenor: Simon Grove

0730 Breakfast
 0830 "Forest and biodiversity conservation: the social dimension" (brainstorming session and lecture) - Samuel Aire
 0930 "Forest conservation and the law" (lecture) - Steven Waita
 1030 Tea
 1100 "Forest and biodiversity conservation: the economic dimension" (lecture and demonstration) - Jens Bach
 1230 Lunch
 1400 "Protected areas: key concepts and Ugandan overview" (lecture) - Christopher Bakuneta
 1530 Tea
 1600 "In-situ and ex-situ conservation of forest biodiversity" (lecture and discussion) - Wilson Kasolo
 1900 Supper

Saturday 28th August Convenor: Simon Grove

0730 Breakfast
0830 "An introduction to tourism and conservation issues in Uganda" (lecture) - Christine Herd
0930 "Tourism and the Forest Department" (lecture) - CD Langoya
1030 Tea
1100 Field visit to Kaniyo-Pabidi: examination of opportunities for forest tourism and environmental impact assessment - CD Langoya and Christine Herd
1230 Lunch
1330 Field visit to Kaniyo-Pabidi (continued)
1900 Supper

Sunday 29th August

Free day (meals provided as usual)

WEEK 2

Monday 30th August Convenor: Simon Grove

0730 Breakfast
0830 "Designing and zoning multiple-use forest reserves" (lecture, followed by practical exercise) - James Kagonza
1230 Lunch
1400 Field visit to the Budongo Forest Project: zoological inventory techniques - Paul Mwasemali, Isaiah Owiunji, Simon Grove and David Kiirya
1900 Supper
2100 Zoological inventory techniques: moth trapping (short session to examine the moth trap at Nyabyeya) - David Kiirya

Tuesday 31st August Convenor: Edward Mupada

0730 Breakfast
0830 "Principles of communication and forest conservation" (lecture and discussion) - Edward Mupada
0930 "Principles of extension and forest conservation" (lecture) - Edward Mupada
1030 Tea
1100 Communication and extension practical sessions - Edward Mupada and Simon Grove
1230 Lunch
1400 Communication and extension practical sessions (continued)
1530 Tea
1600 "Tourism development at Nyabyeya" (field discussion) - Edward Mupada
1900 Supper

Wednesday 1st September Convenor: Edward Mupada

0730 Breakfast
0830 "RC meetings and forest conservation" (lecture, role-play and evaluation) - James Mutabazi
1030 Tea
1100 "RC meetings and forest conservation" (continued)
1230 Lunch
1400 "Forest conservation dilemmas" (activities) - Samuel Aire
1530 Tea
1600 "Time, personnel and financial management and forest conservation" (lecture and discussion) - Edward Mupada
1900 Supper
2000 "Effects of logging on primates in Budongo" (lecture with slides) - Andrew Plumptre

Thursday 2nd September Convenor: Edward Mupada

0730 Breakfast
0830 "Management planning and forest conservation" (lecture, followed by workshop, discussion and evaluation) - Edward Mupada
1030 Tea
1100 "Management planning and forest conservation" (continued)
1230 Lunch
1400 "Report writing and forest conservation" (workshop and discussion) - Edward Mupada
1500 "Preparing project proposals for forest conservation" (lecture, followed by workshop) - Edward Mupada
1530 Tea
1600 "Preparing project proposals for forest conservation" (continued)
1900 Supper

Friday 3rd September Convenor: Simon Grove

0730 Breakfast
0830 Post-course assessment - Simon Grove
0930 Course summary (lecture) - Edward Mupada
1030 Tea
1100 Forest conservation and the Forest Officer: where do we go from here? (activity and guided discussion) - Steven Maita
1230 Lunch
1400 Course evaluation (guided discussion) -
1530 Tea
1600 Closing ceremony, followed by dinner

Saturday 4th September

0730 Breakfast
0830 Participants taken to Masindi for onward journey

Annex 3
Job descriptions

Section 5. stressed the need for detailed job descriptions for Senior Staff to prevent duplication of activities, uncertainty over responsibilities, and efficiency in pursuit of Management Actions. The following job descriptions have been modified from existing UNP Senior Staff job descriptions.

Chief Park Warden

1. Heads the park.
2. Coordinates communications between park staff and DNP.
3. Draws up yearly work plans for approval by DNP.
4. Compiles the staff establishment list for approval by DNP, in line with the Management Plan.
5. Recruits and dismisses Junior Staff in the park.
6. Allocates duties to Section Heads.
7. Visits ranger posts, gates and the entire park at least once a month.
8. Heads law enforcement initiatives.
9. Compiles monthly reports for DNP.
10. Acts as the key signatory to the park's Bank Account and is responsible for financial accountability through:
 - a) monthly cash returns to head quarters;
 - b) national provident fund returns to the District Social Security Fund.
11. Handles Workmen's Compensation cases with the District Labour Officer.
12. Ensures that visitor facilities are clean and operational.
13. Attends to the ranger field force, master parade and kit inspection.
14. Represents UNP and LMNP at various local authority meetings and events.
15. Stock-takes at the end of every financial year.
16. Spot-checks work plan implementation.
17. Makes confidential, yearly reports on park wardens to the Director, UNP.
18. Assesses habitat and wildlife change in the park.
19. Holds regular staff meetings.
20. Ensures proper maintenance of equipment and facilities.
21. Maintains discipline.
22. Participates as member and Secretary of the Park Management Advisory Committee.
23. Oversees the activities of non-park staff (projects, NGOs).
24. Monitors development activities in neighbouring communities.
25. Holds overall responsibility for projects supported by the Revenue Sharing Scheme; accounts for revenue to the UNP Board of Trustees.
26. Represents UNP on the District Development Committee.
27. Carries out other duties assigned from time to time by DNP.

PROTECTED AREAS CONSERVATION STRATEGY (PARCS): TRAINING NEEDS ASSESSMENT

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

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

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

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

The attached chart has 17 columns and 12 rows.

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

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

KNOWLEDGE (columns 2-7)

Knowledge has been grouped into four levels:

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

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

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

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

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

eg. in E5:

In-depth knowledge of relevant laws and regulations eg. firearms, arrest, charging and human rights
<input style="width: 20px; height: 15px;" type="text" value="4"/> <input style="width: 20px; height: 15px; background-color: #cccccc;" type="text" value="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

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

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

ATTITUDES (columns 15-17)

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

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

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

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



**Biodiversity
Support
Program**

Main Divisions of the Job	1. Accountability and Responsibilities	KNOWLEDGE	
		2. Technical (Wildlife/Tourism)	
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 		
B Ensure appropriate infrastructure within budget	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair, rehabilitation and construction Recommending additional facilities 	Working knowledge of infrastructure, construction, sitings, materials, etc.	<input type="checkbox"/> <input type="checkbox"/> 1
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 		
D Ensure development and achievement of 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 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			

65

Annex 4

2.3.4a Comments added under "Accountability & Responsibilities"
Uganda: Forest Department, Game Department & Uganda National Parks.

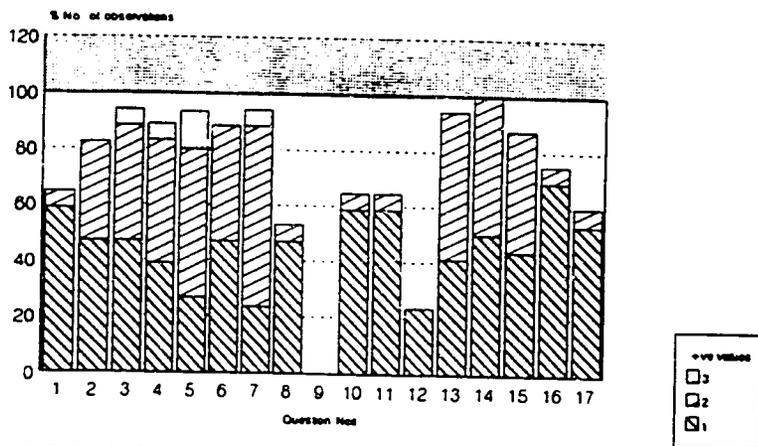
A1-K1	PARCS Ref.No:	Comment added	No added
A1	D71222GDUGB10--SM-	To care for their welfare and ensure their security at work.	3
A1	D71222GDUGB10--SM-	Availability at worksite and on time.	
A1	D71802GDUG-----	Incharge of staff welfare	
B1	D70041UPUGA0720S-0	Recommending sites for new design and construction.	3
B1	D71222GDUGB10--SM--	Recommend and list those to write off.	
B1	D712226GDGB10--SM--	Care for workers	
C1	D712226GDGB10--SM--	Security record keeping, report loses, excess and under reception.	2
C1	D71991UPUGA--20S00	Second signatory to the parks bank account	
D1	D71222GDUGB10--SM-	Report loses	2
D1	D71222GDUGB10--SM-	Plan and budget flexible	
E1	D712226GDGB10--SM-	Protection and warning of visitors of law with respect to environmental pollution.	1
F1	D72001UPUGB-200000	Responsible for ensuring that visitors have minimum impact.	2
F1	D71222GDUGB10--SM-	Control in-flow of visitors to comply with areas of interest. Out of bound zone must be enforced. Stand-by and attend to visitors needs and charges.	
G1	D712226GDGB10--SM-	Quick action in change in programme budget and time tables.	1
H1	D70041UPUGA072-S-0	Responsible for conservation education programmes.	2
H1	D71222GDUGB10--SM-	Friendship, cultural, historical perimeter be offered Advise conservation people to participate in conservation protection.	
I1	D72001UPUGB-20000	Apply research results.	2
I1	D71222UPUGB10--SM-	Explain research work in conservation.	
J1	D71222UPUGB10--SM-	Show benefit to communities from protected area.	3
J1	970041UPUGA0720S-0	Accountable for representing park interest in local community meetings.	
J1	D71222UPUGB10--SM-	Defend any ill ideas about the protected area.	
K1	D71222UPUGB10--SM-	Brief public on the over use and outcomes.	1

2.3.4a Deletions under "Accountability & Responsibilities"

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

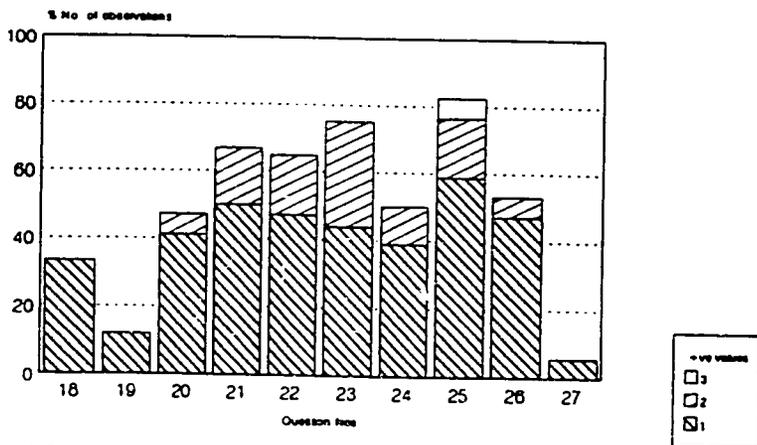
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2.3.5.a. PAMs gap analysis relative to PARCS Knowledge: Uganda National Parks



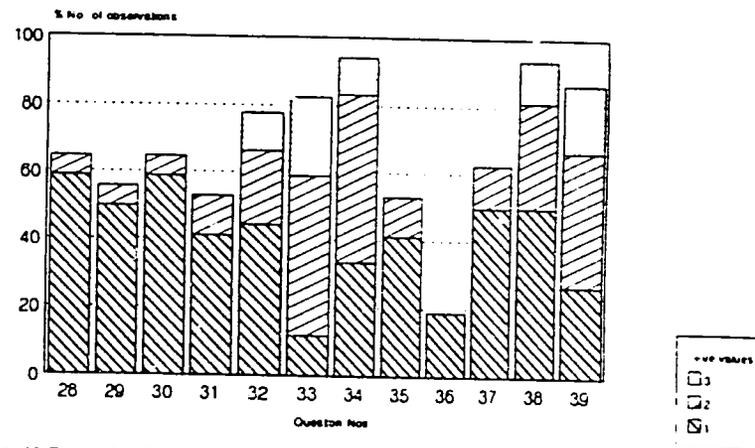
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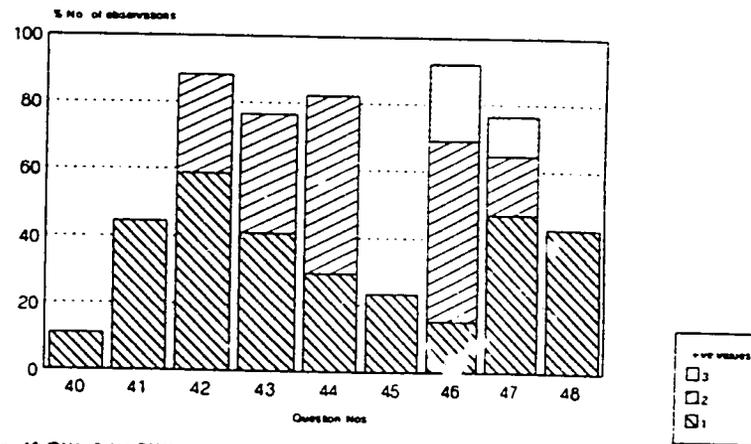
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2.3.5.a. PAMs gap analysis relative to PARCS. Planning: Uganda National Parks



Sample n=18 (PAMs & Ass PAMs)

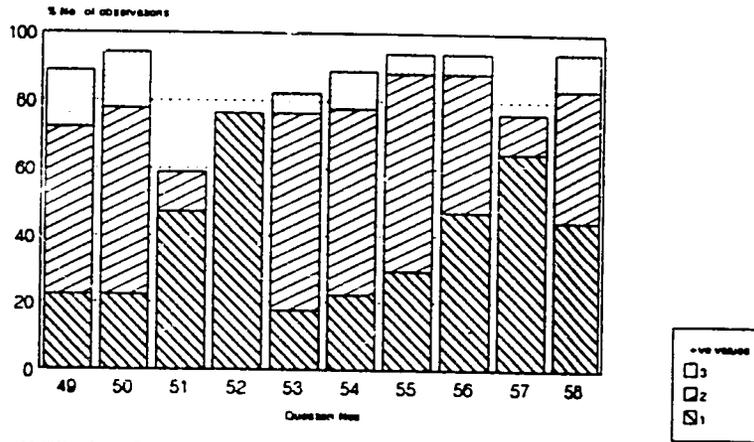
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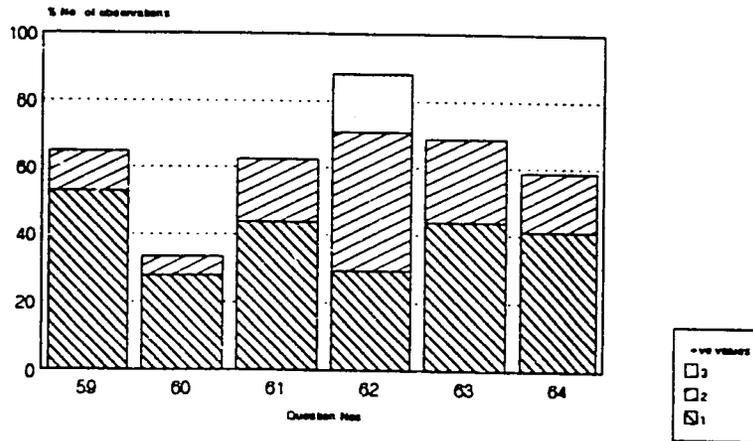
Policies & Procedures: Uganda National Parks



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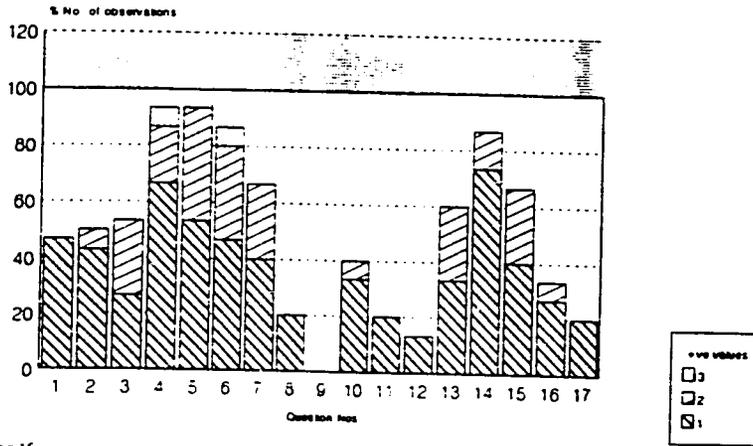
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Financial: Uganda National Parks



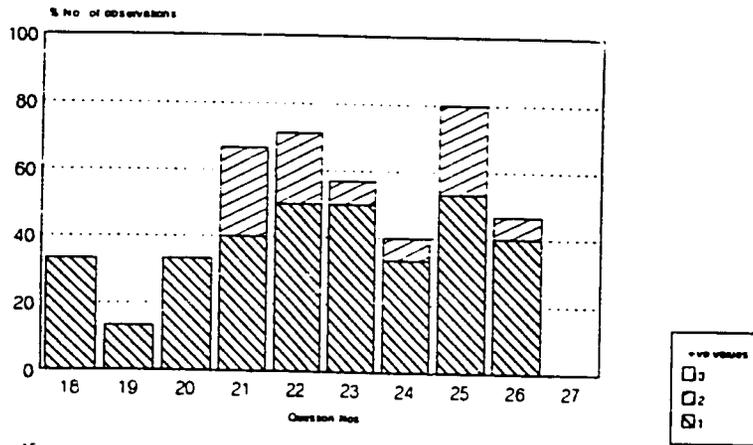
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2.3.5.a. PAMs gap analysis relative to PARCS
 Technical Knowledge Uganda Game Department



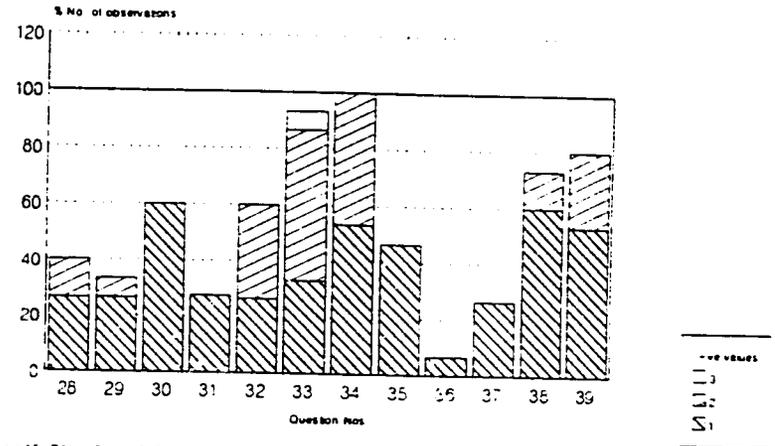
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2.3.5.a. PAMs gap analysis relative to PARCS.
 Management Knowledge Uganda Game Department



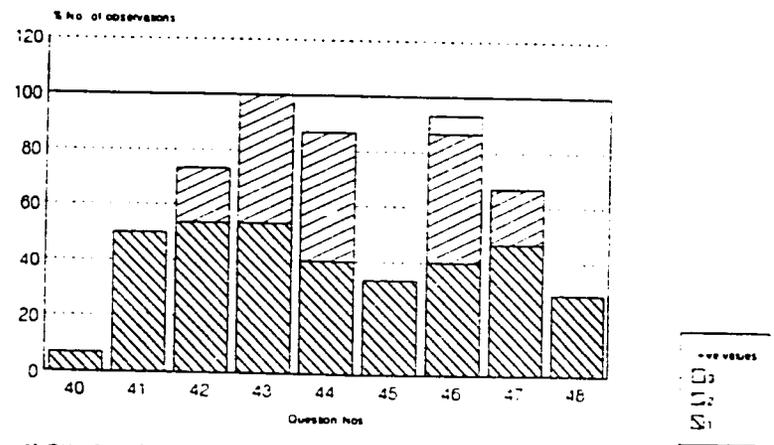
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 Planning Knowledge Uganda Game Department



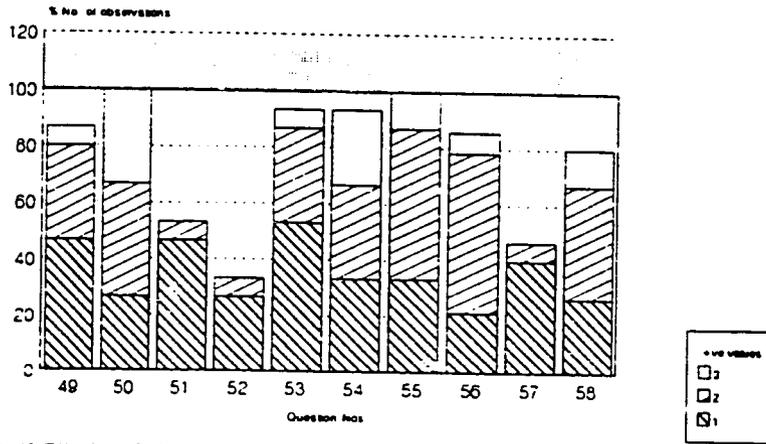
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 Legal Knowledge Uganda Game Department



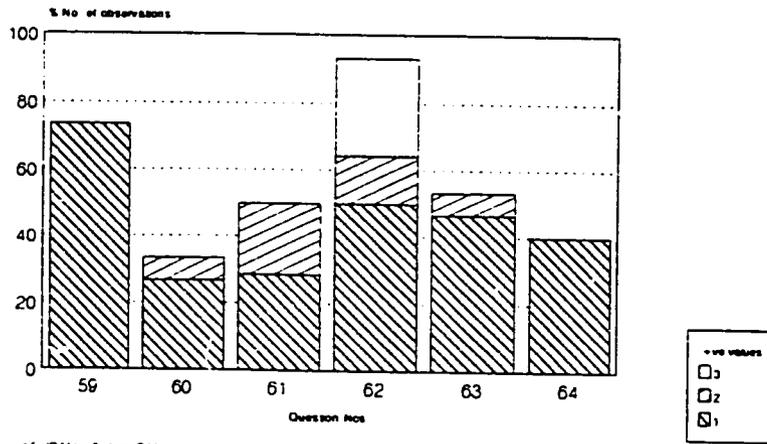
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2.3.5.a. PAMs gap analysis relative to PARCS
Policies & Procedures Knowledge Uganda Game Department



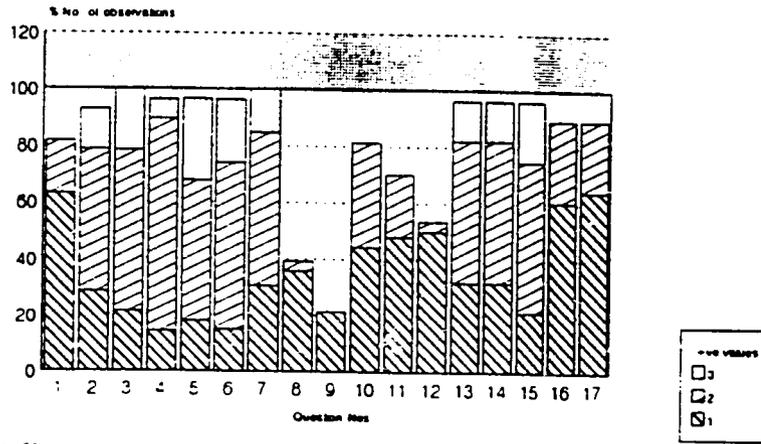
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2.3.5.a. PAMs gap analysis relative to PARCS.
Financial Knowledge Uganda Game Department



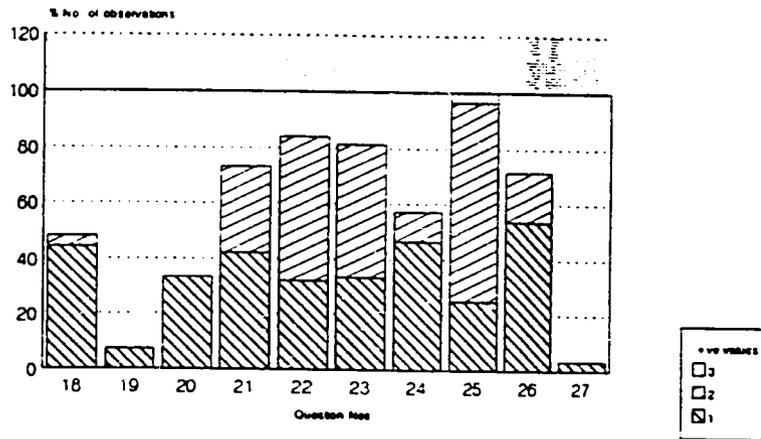
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 Technical Knowledge Uganda Forest Department



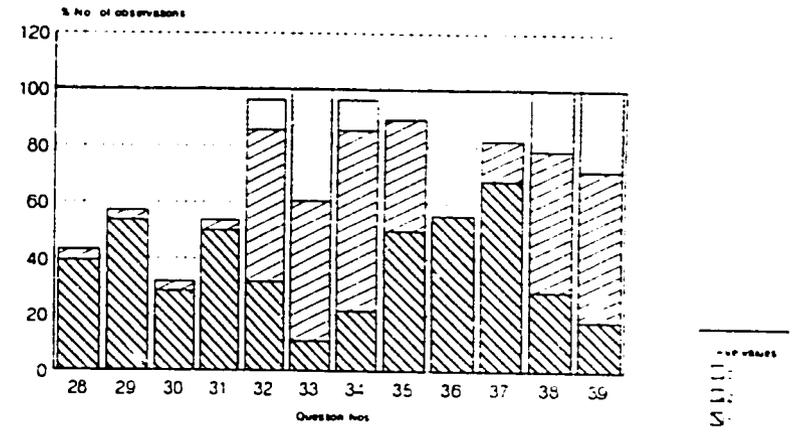
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 Management Knowledge Uganda Forest Department



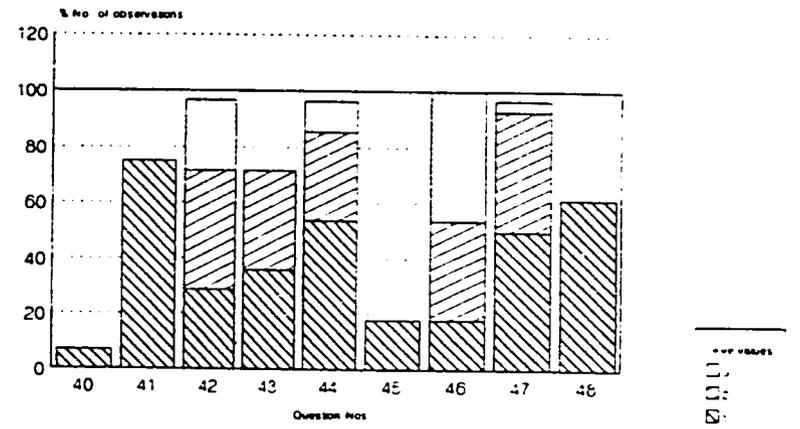
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 Planning Knowledge Uganda Forest Department



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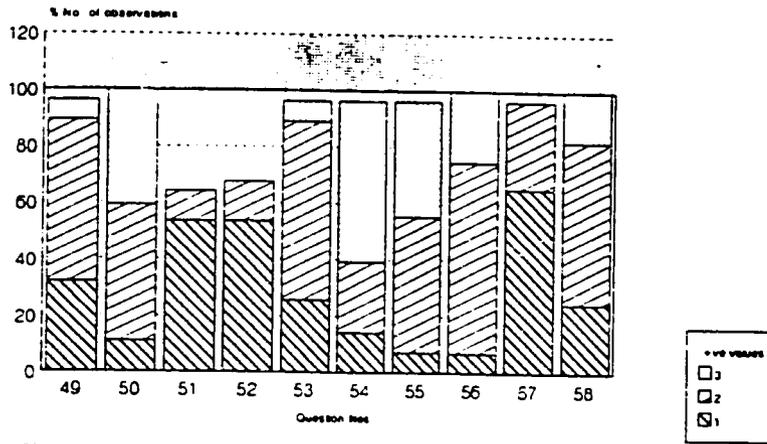
2.3.5.a. RMs gap analysis relative to PARCS
 Legal Knowledge Uganda Forest Department



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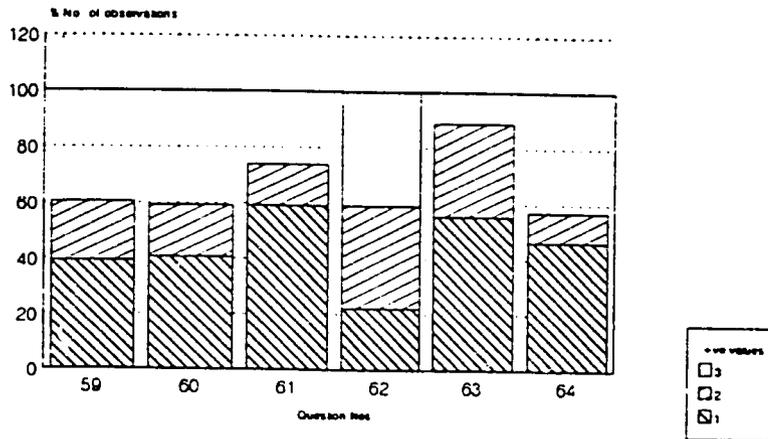
Policies & Procedures Knowledge Uganda Forest Department



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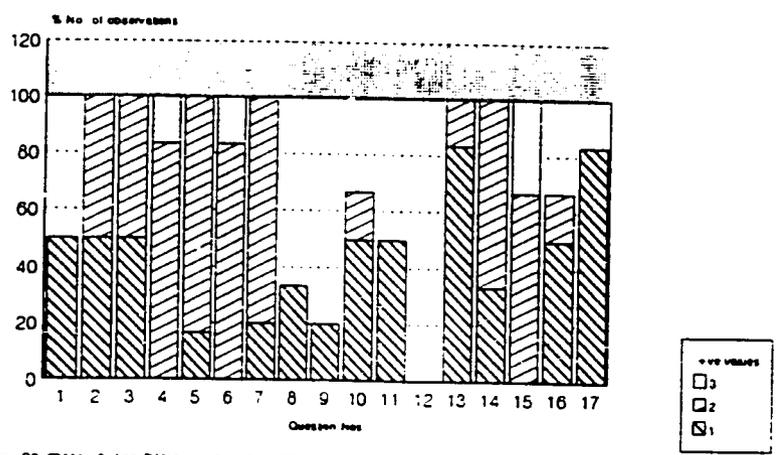
Financial Knowledge Uganda Forest Department



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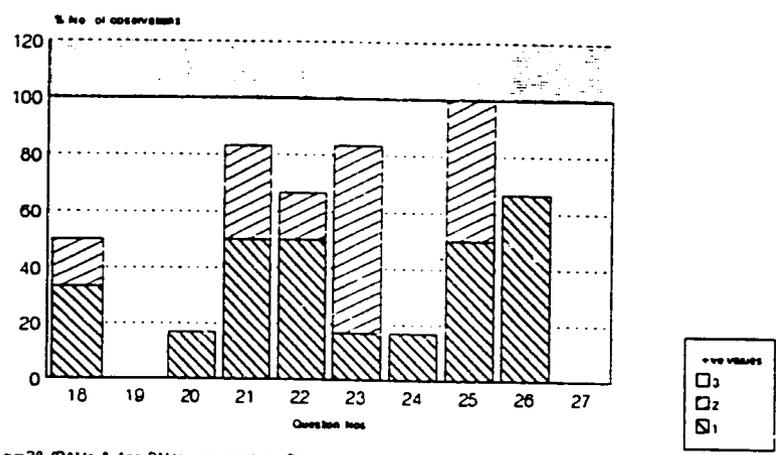
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2.3.5.a. PAMs gap analysis relative to PARCS Technical Knowledge Uganda Forest Department



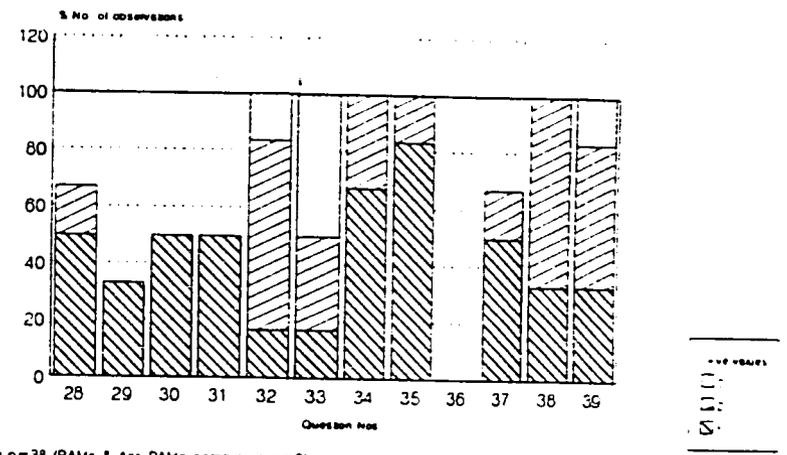
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2.3.5.a. PAMs gap analysis relative to PARCS Management Knowledge Uganda Forest Department



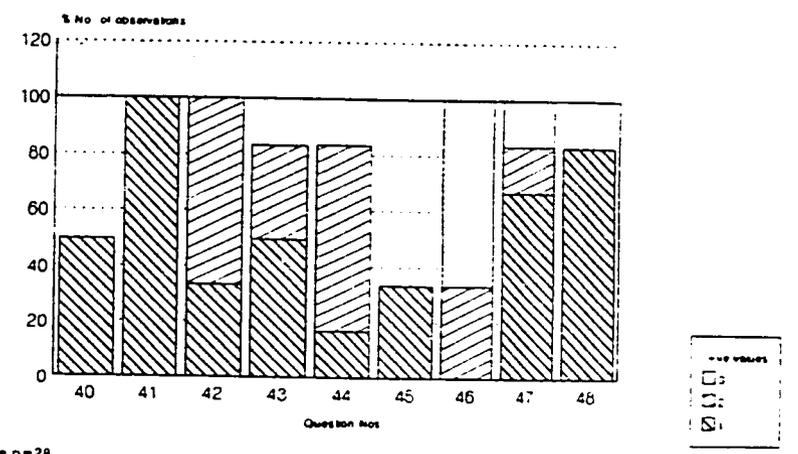
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2.3.5.a. PAMs gap analysis relative to PARCS Planning Knowledge Uganda Forest Department



Sample n=38 (PAMs & Ass PAMs combined n=6)

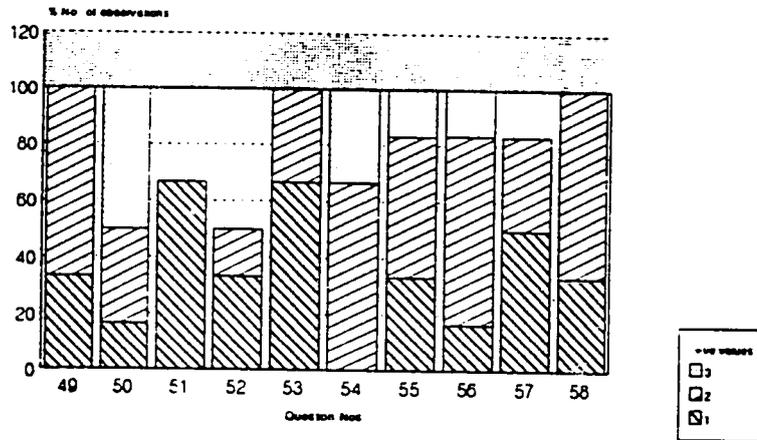
2.3.5.a. PAMs gap analysis relative to PARCS Legal Knowledge Uganda Forest Department



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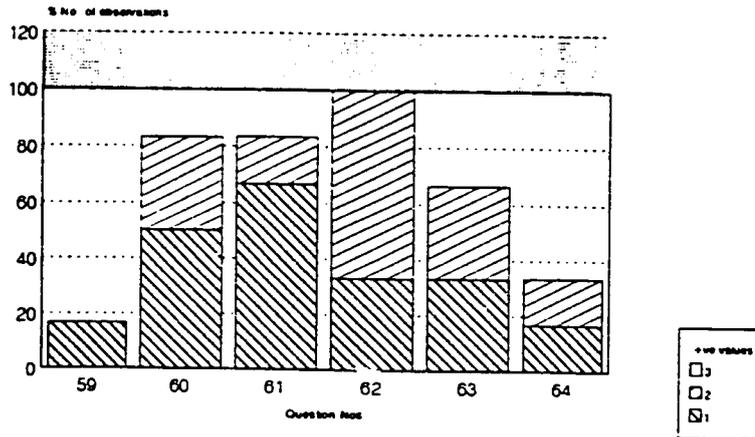
Policies & Procedures Knowledge Uganda Forest Department



Sample n=38 (PAMs & Ass PAMs combined n=6)

2.3.5.a. PAMs gap analysis relative to PARCS

Financial Knowledge: Uganda Forest Department



Sample n=28

74

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.
- C9. law enforcement.

BEST AVAILABLE DOCUMENT