PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED AREA MANAGERS IN AFRICA

SOUTHERN AFRICA REGIONAL REPORT

AWF

AFRICAN WILDLIFE FOUNDATION

The WILDLIFE CONSERVATION SOCIETY

Biodiversity Support Program

WWF

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PARCS

Regional Report: SOUTHERN AFRICA

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SECTION 1:
PROTECTED AREA CONSERVATION STRATEGY (PARCS)

1.1 INTRODUCTION

Protected Area Managers (PAMs), the decision makers in the field, play a critical role in the overall functioning of Africa's protected area system, the last safeguard of the continent's rich biological biodiversity. Protected area management 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.

Traditional wildlife training institutions and programs used to develop PAMs' skills generally have not kept pace with the increasing demands of the PAM's job. Furthermore, courses offered at leading wildlife institutions such as Mweka College, in Tanzania, and Garoua College, in Cameroon, are often too theoretical, academic, broad-based, and host-country/ habitat-specific.

The capacity for institutions to train and develop training programs therefore needs to be strengthened. In addition, greater access to training opportunities should be made available to PAMs.

The PARCS project seeks to address these issues by undertaking an assessment of training needs, priorities, constraints, and opportunities for PAMs in three regions of sub-Saharan Africa (east, central, and southern). The outcome of the assessments is expected to provide the basis for establishing regional pilot training programs and developing a broad series of recommendations for training protected area management staff, to be implemented in Phase II of the project.

This report focuses on general trends found during PARCS Phase I activities in southern Africa, including Botswana, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe.

1.2 METHODOLOGY

Phase I of the PARCS project was conducted from August 1992 through December 1993, and involved an evaluation of training needs, priorities, constraints, and opportunities of PAMs in the countries listed above.

The main tool of the training needs assessment was a questionnaire (Annexe 1) designed at a workshop in Nairobi during

August 1992. A questionnaire approach was adopted for the needs assessment because it could be designed to reflect the scope of responsibilities of, and skills needed by, PAMs in Africa, and lend itself well to data analysis within and between countries and regions.

The questionnaire focused on the following areas of inquiry:

> What are the responsibilities of a PAM? Are they universally recognized?
>
> What are the constraints on PAMs meeting their job responsibilities? Where does training fit in?
>
> Are PAMs skilled to the level necessary to do the job? If not, where are the deficiencies?
>
> What training has been received by current PAMs that is perceived by them as useful? (How much? What kinds? And relevant to which job requirements?)
>
> What are the responsibilities of senior management positions-- Field Operations Directors (FODs)-- who supervise PAMs?
>
> What further training do PAMs require?

The questionnaire was delivered not only to PAMs, but also to other categories of staff (Assistant PAMs, Field Operations Directors (FODs) and Regional PAMs who supervise PAMs, Research Officers and Training Officers) were included in the assessment as well. Inclusion of the latter four groups was served to provide some balance and validation to the evaluations, and also to glean views on training from other, non-PAM perspectives.

In-depth training needs assessments, including country visits, interviews and questionnaire analyses were conducted in Botswana, Malawi, Zambia, and Zimbabwe.

Due to the unsettled political climate in Mozambique at the time, assessments were limited to interviews with relevant professionals in the conservation/protected area management [illegible]ena who were based in Maputo; no questionnaires were handed out

In South Africa, a training opportunities assessment was undertaken by compiling a list of all institutions offering training in wildlife and/or protected area conservation and management.

1.3 PARTICIPATION RATES

The distribution of completed questionnaires is shown in Table 1.

Table 1 Number of completed questionnaires in Botswana, Malawi, Zambia and Zimbabwe during PARCS Phase I

Country	Persons completing Questionnaires				
	PAMs/Asst. PAM	Regional PAM	FOD	Research Officer	Trainer
BOTSWANA	8		2		1
MALAWI	11	2	1	2	
ZAMBIA	6	1		1	
ZIMBABWE	10	2			

Data generated by the training needs and training opportunities assessments has been used to answer a suite of over-arching questions which address the main points outlined above.

SECTION 2:
TRAINING NEEDS ASSESSMENT

2.1 SIMILARITIES BETWEEN COUNTRIES WITHIN THE REGION

The following discussion is limited to Botswana, Malawi, Zambia and Zimbabwe, all of which were the subject of in-depth assessments.

2.1.1 Competency

Botswana, Malawi and Zambia all identified 'Policies & Procedures' and 'Financial & Accounting' skills as two of their three most important training priorities.

'Technical', 'Legal' and 'Management/Planning' skills were, respectively, the third priority for each of these countries.[1]

Zimbabwe stands out in this comparison by having no training priorities at all among the six Competencies considered under 'Knowledge' (Table 1). The only questions (on the questionnaire) that recorded gaps of two or more in skill levels perceived as needed for the job and actually possessed by the respondents were included in the analysis in Table 1. For Zimbabwe, none of the respondents indicated that their skill levels were more than one category of knowledge below what they considered to be the necessary skill level for the job.

Table 1

Competency (Knowledge)	Botswana	Malawi	Zambia	Zimbabwe
Technical	*			
Management			*	
Planning			*	
Legal		*		
Policies & Procedures	*	*	*	
Financial & Accounting	*	*	*	

[1] Please note that Zambia is shown to have four priorities because two of these priorities-- Management and Policies & Procedures-- were ranked equally during the analysis.

2.1.2 Main Divisions of the Job

Main Divisions of the Job dealing with Management Interventions and Community Conservation were identified by Botswana, Malawi and Zambia as areas with priority training needs (Table 2).

For Botswana, Infrastructure and Research, were ranked equal third in priority, giving Botswana four training priorities in all.

The other priority for both Malawi and Zambia was Visitor Services.

Again, Zimbabwe did not identify any priority training needs overall for Knowledge Skills in Main Divisions of the Job.

Table 2

Main Divisions of the Job (Knowledge)	BO	MW	ZA	ZW
A: Staffing				
B: Infrastructure	*			
C: Accounts				
D: Tactical Plans				
E: Laws & Regulations				
F: Visitors		*	*	
G: Interventions	*	*	*	
H: Community Conservation	*	*	*	
I: Research	*			
J: Public Relations				
K: Resource Conservation				

2.2 PAMS' RESPONSIBILITIES

The general responsibilities of a PAM are set out in the questionnaire, where the Main Divisions of the Job (rows), and Competencies (columns), describe in the broadest sense, the principal responsibilities, skills and accountabilities

associated with the protected area management within the region. Due to potential differences between countries as to the scope of responsibilities, provision was made in the questionnaire for PAMs to add or delete areas of responsibility they felt appropriate or inappropriate to their jobs. There were no significant additions or deletions, and the conclusion can be drawn from this that the questionnaire was a fair reflection of a PAM's skills and duties.

However, the lack of additions and deletions to responsibilities and accountabilities under Main Divisions of the Job do not in fact indicate a consensus on the recognition of a PAM's skills and duties in all four countries. Post-questionnaire discussions with PAMs and interviews with Regional PAMs and FODs showed that the consensus was false.

Whereas an agreement on the responsibilities of PAMs in Malawi, Zambia and Zimbabwe was reached, the situation in Botswana was quite different. In Botswana PAMs do not hold the same responsibilities as their colleagues in neighboring countries; rather, they have very many fewer. The structure of the Department of Wildlife & National Parks (DWNP) is such that PAMs in the Division of National Parks & Reserves have less to do with management & conservation, and research & utilization; these major components of protected area management are the responsibility of other Divisions within DWNP. This major difference has implications for recommendations on appropriate training for PAMs in Botswana.[2]

Why PAMs did not add or delete responsibilities on the questionnaire is not clear; one reason might have been that they recognized all responsibilities listed as ones they ought to have rather than ones they actually had.

2.3 Constraints on Meeting Job Responsibilities

The major constraints on PAMs meeting their job responsibilities are mainly linked to lack of funding and, associated with that, inadequate infrastructure to develop and provide appropriate In-Service training for PAMs to meet the needs of their jobs. The cost of sending staff to Mweka College or other universities is prohibitive, and opportunities to do so are most often linked to donor-funded projects or to NGO support.

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[2] For more information, please see the Recommendations section of the PARCS Botswana Country Report.

Zimbabwe trains it own PAMs in-country at Mushandike; but the other three countries rely heavily on Mweka College where recently, dissatisfaction has grown over the quality of training received there.

2.4 Recommendations

It is recommended that institutions like Mweka College (and to some extent universities) should be looked upon as venues for basic training in protected area management skills. Once those skills have been learned and put into practice in the field, it becomes important that PAMs continue to receive periodic refresher, or professional development, courses to keep abreast of latest developments and techniques in skills they need to achieve the management objectives set out for their protected areas. This is where In-Service training should come in.

The effectiveness of any protected area authority training program will depend on three key attributes: a Training Officer (TO), a Training Plan (TP), and the maintenance of Training Records (TR), the last being very closely linked to the second (TP). The absence of any of these attributes acts as a constraint on an authority's ability to address skills deficiencies in its protected area management staff.

The most important attribute is the Training Plan, defined here as a structured program that operates on a pre-set timetable to ensure all protected area management staff receive adequate and appropriate training firstly, to assume their posts, secondly, to ensure that professional development and refresher courses are offered regularly, and thirdly, that monitoring and evaluation of training programs is undertaken.

None of the countries in the southern Africa assessments had training plans, but all had training records. Only Zimbabwe and Botswana had (what they considered to be) TOs, but whose activities fell short of implementing training plans and designing and running In-Service training, two crucial functions of TOs.

Very often, training is opportunistic and ad hoc, being closely tied to donor aid packages, so it is hardly surprising that authorities have difficulty in establishing an effective program. However, it seems that even the 'concept' of a TP is a major obstacle. For too long the ad hoc approach has been acceptable and has now become entrenched in the training "thinking" of many authorities.

Training Plans need to be developed for all authorities and

implemented by a professional Training Officer whose mandate includes ensuring job responsibilities are met through appropriate and adequate training courses through formal channels, In-Service training (ideally, the responsibility for which also lies with the TO) and carefully-selected opportunities for On-the-Job training.

Nine countries in the PARCS survey do have TOs, although in many cases their responsibilities are limited to keeping training records and participating in teaching courses at national wildlife training institutions.

Linkages between TPs, PAM job descriptions and protected area management plans need to be firmly established. All protected areas should have management or master-plans which clearly define the areas' conservation objectives in sufficient detail to be able to pinpoint any specialized skills needed of PAMs assigned to implement the plans. This is the first step, the development of a properly functioning management tool, the protected area plan, upon which PAM job descriptions are based. Once job descriptions have been drawn up to suit the skills requirements needed to implement the plan, then the training plan/program should be utilized to provide necessary skills enhancement in areas that, without such training, PAMs would be unable to carry out their responsibilities effectively. All too often, training is <u>not</u> linked to job responsibilities simply because their are no job descriptions for PAMs; job descriptions (and hence skills needs) <u>must</u> be linked to protected area conservation/management objectives as set out in area master-plans.

Annexe 1:

Protected Area Conservation Strategy (PARCS)
The Methodology

Protected Area Conservation Strategy (PARCS)

The Methodology

June 1993

Biodiversity Support Program

The Biodiversity Support Program is a USAID-funded consortium of World Wildlife Fund, The Nature Conservancy, and World Resources Institute

List of Acronyms

ARTS/FARA:	Office of Analysis, Research and Technical Support/Division of Food, Agriculture, and Resources Analysis
AWF:	African Wildlife Foundation
BSP:	Biodiversity Support Program
FAO:	United Nations Food and Agriculture Organization
FOD:	Field Operations Director
IUCN:	International Union for Conservation of Nature and Natural Resources
NGO:	Nongovernmental Organization
PAM:	Protected Area Manager
PARCS:	Protected Area Conservation Strategy
PARTS:	Policy, Analysis, Research and Technical Support
SADCC:	Southern African Development Coordination Conference
USAID:	United States Agency for International Development
WCI:	Wildlife Conservation International
WWF:	World Wildlife Fund

Glossary of Terms

Core Team: U.S.-based representatives of the NGOs collaborating on the PARCS project.

Field Operations Director (FOD): Manager in the headquarters office (central or regional) who is responsible for managing field operations in protected areas across the country.

Formal Training: Training received through enrollment at an institute or university.

In-Depth Assessments: Assessments conducted under the PARCS project that involve in-country site visits and follow the methodology of PARCS Phase I.

In-service Training: Short-term training (less than 6 months) organized by an individual's employer (e.g., parks department) that is undertaken during an individual's term of service. In-service training may be external or internal. External in-service training is provided by an entity other than the employer. Internal in-service training is provided by the employer. In-service training that is provided to new employees before they assume their responsibilities may also be called induction training.

Limited Assessments: Assessments conducted under the PARCS project that do not involve completion of in-country questionnaires.

On-the-Job Training: Training received through informal means during the normal course of work, such as being given or seeking guidance from other colleagues and supervisors, learning by doing, overlap with individuals formerly holding positions, and handover notes left by predecessors.

Other Training: Training received through means other than formal institutions, in-service training, or on-the-job training. Other types of training may include workshops, seminars and conferences.

Protected Area: An area of land and/or water that has been set aside, by law, to conserve natural resources and be managed by the public sector.

Protected Area Manager (PAM): Highest-ranking manager on-site in a protected area.

Regional Managers: Persons designated by the NGOs collaborating on the PARCS project to conduct the field assessments in southern, central, and eastern Africa.

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I. The Approach

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 related to training for effective protected area management, drawn from experiences in the field, have been made. They include:

o The job of a PAM 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.

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

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

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

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

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

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

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

2. In the early 1990s, a few members of the conservation community began to search for data to support or refute these observations regarding training and protected area managers. It was found that most recent assessments of training in Africa have concentrated on non-managerial staff in protected areas (particularly rangers). Those that concentrate on managerial staff have tended to focus on numbers of people requiring training to meet staffing projections. In 1986, for example, the United Nations Food and Agriculture Organization (FAO) provided a quantitative assessment of human resource needs for protected area management in Africa (Jingu, 1986). There was no attempt in this assessment, however, to examine the content of the

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training being offered or to evaluate the merit of the training offered with respect to current needs in protected area management.

3. Dr. Graham Child and Leonard D. Sefu (1987) assessed the needs and priorities for training in wildlife management and utilization in the Southern African Development Coordination Conference (SADCC) region. The assessment involved structured questions that included a series of functions commonly undertaken by wildlife agencies. Top management was requested to rank these as having high, medium, or low significance within their overall operations. These functions were divided into skills needed to execute them. One of the main conclusions of the Child and Sefu report was that outside assistance should focus on middle or upper (or professional) level training. Particular emphasis was placed on equipping the warden grade to undertake its wide-ranging responsibilities, including command, control and development of lower levels of field staff. The findings of the Child and Sefu report provided some relevant and useful data for the SADCC region. On the whole, however, the report does not provide sufficient breadth of data to support or refute the observations listed above.

4. The Protected Area Conservation Strategy (PARCS) assessment was developed, in part, to fill the data gap on training needs, priorities, constraints, and opportunities among protected area managers. The PARCS needs assessment builds on the breakdown of functions adopted in the Child and Sefu assessment, but expands the scope to include a broader range of skills. The PARCS assessment departs from earlier assessments, however, in a number of ways. First, it embraces a participatory approach in that the assessment allows protected area managers themselves to: (i) determine the skills required for the job of protected area manager, (ii) assess their own skill levels, and (iii) help identify where training is presently being obtained in the required skills. Second, the assessment identifies specific, targeted training needs and then examines a wide range of opportunities to match these needs. Finally, the assessment covers the bulk of southern, eastern and central Africa, thus enabling findings across countries and regions to be compared and facilitating the cross-fertilization of ideas and initiatives.

II. The Project

5. The PARCS project seeks to address two questions:

(i) What skills do Protected Area Managers need to enhance the conservation of Africa's protected areas?

(ii) What can be done to provide Protected Area Managers with training for these skills?

6. The PARCS project will address these questions by:

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

(ii) establishing a pilot program in each of the three regions to implement recommendations from this assessment; and

(iii) developing a broad series of recommendations for training protected area management staff.

7. The PARCS project is envisioned as a multi-year activity. During the first year (Phase I) the assessment of training needs, priorities, constraints, and opportunities for PAMs will be completed. Specifically for PAMs, the assessment is designed to:

(i) assess skills needed for effective protected area management;

(ii) assess present skill levels;

(iii) determine the types, amount and frequency of training currently received;

(iv) assess training needs;

(v) identify constraints to adequate and effective training;

(vi) identify the institutions and programs presently used for training;

(vii) identify potential opportunities for relevant training; and

(viii) identify pilot activities to test innovative training methods.

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8. The information collected in Phase I will be used to guide the development of appropriate pilot programs for training in each of the three regions in Africa to test models of effective approaches, program structures, and teaching methodologies for training (years 2 - 5). At the conclusion of the project, specific training approaches will have been tested and a broad series of recommendations for training protected area management staff will have been developed.

III. The Process

9. The PARCS project is managed by the Biodiversity Support Program (BSP) and implemented by a collaborative group of three nongovernmental organizations: The African Wildlife Foundation (AWF), Wildlife Conservation International (WCI), and World Wildlife Fund (WWF). AWF is the lead organization in east Africa, WWF leads PARCS in southern Africa, and WCI has assumed lead responsibility in francophone central Africa.

10. Funding for PARCS comes from the Bureau for Africa of the United States Agency for International Development (USAID) through the Office of Analysis, Research and Technical Support/Division of Food, Agriculture, and Resources Analysis (ARTS/FARA) project for Policy, Analysis, Research and Technical Support (PARTS). Supplementary funding has been provided by WWF, with AWF, WCI, and WWF contributing staff time to the project as well. Each of the collaborating organizations draws from its expertise and experience with related ongoing activities in the field to enhance the PARCS assessments.

11. 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 WCI. Regional Managers representing AWF (Deborah Snelson), WWF (Michael Dyer), and WCI (Annette Lanjouw) are conducting the PARCS assessments in the field. Barbara Pitkin of BSP coordinates the overall activities of the collaborative group, while Deborah Snelson provides field coordination of PARCS activities from the AWF office in Nairobi. Tim Resch is the USAID technical manager for the activity. Data analysis with Panacea software is being carried out by Vitalis Wafula of AWF.

12. 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. Following 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. The methodology was also reviewed by the core team in September and amended in light of those reviews. Further revisions were made following the mid-term review meeting for the project held in Harare, Zimbabwe, December 8 - 12, 1992. The Regional Managers conducted a data analysis workshop in Nairobi March 15 - 19, 1993. A second data workshop in Nairobi is scheduled for May 24 - 28.

IV. Target Groups and Geographical Focus

13. 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 is necessary to carefully examine organizational structures and job descriptions.

14. In some countries, problems in protected area management may be a result of individuals at the directorate level who have little, if any, experience in such fields as management and planning. Hence, in countries where the PARCS Regional Manager and the relevant core team representative deem it possible and desirable, the assessment will be broadened to include the level of management above the PAM (i.e., Field Operations Director (FOD) at departmental headquarters).

15. It is also recognized that in many cases, the job of PAM will eventually be filled by individuals immediately below the level of PAM (depending on organizational structures and the procedures of the organization). The Regional Manager and the core team representative may therefore decide to include in the assessment individuals directly below the PAM level. 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 will not be included. There is no intention to extend the assessment to non-managerial protected area staff (e.g., rangers, scouts and technicians).

16. The categories of people who may be asked to participate in the assessment are listed below (i - iv are listed in hierarchical order):

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

(ii) Protected Area Manager (PAM);

(iii) Officers senior to PAMs and other individuals who have recently worked as PAMs;

(iv) Field Operations Director (FOD);

(v) Trainers/lecturers at wildlife institutions where PAMs receive training; and

(vi) Research Officers

17. The PARCS assessment is 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 portion of the continent.

18. Practical realities, however, will inevitably dictate that in-depth assessments can only be done in some countries, limited assessments in others, and no assessments in yet others. In-depth assessments involve in-country site visits and follow the methodology described in this document. Limited assessments involve more cursory assessments, often conducted from outside the country using means available (e.g., limited use of the questionnaire through selective interviews and mailings, collection of baseline data through telephone interviews, and literature searches).

19. The practical realities that dictate where assessments are conducted include, but are not limited to:

(i) government cooperation

(ii) USAID concurrence/cooperation (for those countries being assessed with USAID funds)

(iii) civil war/unrest

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

(v) potential for follow-on activities.

20. A preliminary categorization of countries has been made. These categorizations may change as the assessments progress. Decisions regarding priorities for the use of time and funds among these countries are the joint responsibility of Regional Managers and their respective core team members.

21. The preliminary categorization of countries is as follows:

East Africa

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

Limited Assessments: Somalia

Central Africa

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

Southern Africa

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

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

22. All countries given in-depth assessments will be considered potential pilot countries for Phase II. It is recognized that only USAID-assisted countries whose USAID missions have indicated that natural resource activities are a priority will be eligible for USAID follow-on activities. At the same time, it is expected that the Phase I assessment will provide the rationale for potential pilot programs in other countries to be funded by non-USAID sources.

V. Preliminary Groundwork

23. For the countries in which an in-depth assessment is to be conducted, the Regional Managers generally initiate the process by sending a letter to heads of government departments that employ and train employees responsible for the management of protected areas to formally invite participation in the assessment exercise. Simultaneously, the BSP coordinator works with USAID to obtain formal clearances from the USAID missions to conduct the assessment.

The Initial Meeting

24. Regional Managers arrange an initial meeting with a senior official, usually the Director, at Departmental headquarters. If there is a person responsible for training stationed at headquarters, that person is also contacted. The initial meeting may be an informal one where the Regional Manager describes the PARCS project and requests information to be collected and/or appointments made in preparation for a more formal meeting. At the formal meeting at headquarters, a standard set of information is requested (see General Information on Training sheets), as well as the organizational structure for the whole Department and, if available, for individual protected areas.

General Information on Training

For the PAM and FOD, the following information is requested:

--Minimum requirements for jobs

For subordinates to the PAM, the PAM, and FOD, the following information is requested:

--Job descriptions for each type of job (if available, collect)
--Training records? _____yes _____no Kept for which levels? _____

For subordinates to the PAM, the PAM, seniors to the PAM, the FOD, and the FOD's seniors, the following information is requested:

In-service training programs:
Listing of titles/description
How are they planned?
How are decisions made on who will be trained? ____ part of system ____personal initiative _____credentials _____ funding ____other
What is the basis for these decisions?
--General numbers of people trained per year

Formal wildlife training institutions:
Listing of institutions
How are decisions made on who will be trained? _____ part of system _____personal initiative _____credentials _____ funding _____other
What is the basis for these decisions?
--General numbers of people trained per year

Other training opportunities (e.g., workshops, seminars):
Listing of titles/description
How are they planned?
How are decisions made on who will be trained? _____ part of system _____personal initiative _____credentials ____ funding ____other
What is the basis for these decisions?
--General numbers of people trained per year

--Existence of training coordinator(s) within department? _____yes _____no
If yes, what is the job description?

--Number of trainers

--Percentage of annual recurrent budget spent on training

--List, by donor, the amount of donated funds devoted to training, per annum and over last five years

--Training material provided to staff?
What kinds?

--Any form of bonded service after training? How is it done? Regulations? Incentives/disincentives?

--Has there been any evaluation of the training program?

--General assessment of training?

--What are the constraints to training?

25. At the formal meeting at headquarters, a briefing is given on how the PARCS questionnaire may be administered. The preferred strategy for conducting the questionnaire is for the Regional Managers to hold interviews and discussions with PAMs and make site visits to directly observe protected area management. The Regional Managers must, however, tailor their approach to individual country circumstances. Options for conducting the questionnaire are:

- Explain the questionnaire and have the PAM fill it out with the Regional Manager nearby to assist;

- Explain the questionnaire and leave it for the PAM to fill out on his/her own time;

- Explain the questionnaire in a workshop and have PAMs fill it out individually;

- Mail out the questionnaire; or

- Use a surrogate (e.g., consultant, colleague) to do one or more of the first three options.

26. PARCS is intended to be conducted in an adaptive way, reflecting the needs and wishes of government programs and interests in training. The senior official is invited to decide the best method for the PARCS assessment, and to help set up meetings and/or workshops with PAMs. The official is also asked to recommend people to talk to about training opportunities.

Meeting the FOD

27. The Regional Manager may then arrange meetings with FODs during which they are asked to complete the needs assessment questionnaire as an independent validation of PAMs' responses. It is explained that by rating the general skill levels of PAMs in the FODs' organization, training needs will be identified.

28. The Regional Manager may decide to discuss the FODs' position and training needs. This is intended to be an informal discussion. The Regional Manager presents the following as the main aspects of the FOD's job that may carry training needs:

1. Strategic planning
2. Development and compliance of policies, procedures, and standards
3. Representation of organization and public relations
4. Planning optimal deployment of well-motivated competent staff
5. Development and achievement of operational plans and budgets
6. Planning for availability and optimal deployment of technical specialist services from headquarters to protected areas

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7. Ensuring availability of hardware and software necessary to achieve organization's objectives, within budget
8. Managing concessions in protected areas

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

30. After the initial meetings have been concluded and the strategy for conducting the needs assessment has been set, the needs assessments are conducted as outlined in the following section.

VI. The Needs Assessment

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

(i) 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;

(ii) The questionnaire provides a convenient tool to compare outside assessments of the skills required of the PAM with the PAMs' perceptions of required skills;

(iii) The questionnaire provides a qualitative and quantitative means of assessing training needs; and

(iv) The questionnaire lends itself well to standardized data extraction, manipulation, comparison and analyses across and within the three regions of Africa.

32. 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 has been designed to stimulate thought and discussion on the important facets of protected area management. In and of itself, the questionnaire may well influence the way some PAMs look at their jobs and their role in managing protected areas.

33. All participants are allowed to keep a copy of the questionnaire upon completion. It is anticipated that the interviewee will refer back to the questionnaire and continue to think about the points raised and perhaps even use it to guide future work. In many African countries, educational material is scarce and, therefore, highly appreciated. It is our intention that the questionnaire will be a useful educational tool.

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Pre-Questionnaire Discussion

34. Before the questionnaire is filled out, the Regional Manager [1] conducts a pre-questionnaire discussion. In that discussion, the PARCS project and its goals and objectives are described. The questionnaire is introduced as the PARCS team's perception of the tasks, skills and competencies required of an effective PAM. It is explained that the questionnaire is a tool to help PAMs identify their own training needs. In their explanation of the PARCS process, the Regional Managers strive to dampen any unrealistic expectations for follow-on activities.

35. The Regional Managers then explain how to fill out the questionnaire. They explain that the main divisions of the job are shown in rows A-K and that the first column shows accountabilities and responsibilities associated with these main divisions of the job. The respondent's first task is to read these responsibilities and accountabilities and add or delete according to their own view of the job.

36. The instructions for completing the boxes in columns 2-7 are then given. Respondents are asked to read each competency and in the left-hand box indicate their own view of the level of knowledge needed to do the job of a PAM within their organization successfully. Then, in the right-hand box, they are asked to assess their own level of knowledge in this area. In the discussion of columns 2-7, it should be made clear that the questions do contain prompts reflecting the views of the team that developed the questionnaire as to the level of knowledge appropriate for the job; respondents should be encouraged to differ with these views where they see fit. It is useful at this juncture to show how the data will be extracted from the left- and right-hand boxes to indicate whether there is a training need (see para 65).

37. The instructions for completing columns 8-14 are then given. Respondents are asked to read each competency and first indicate whether they think it is required to do the job of a PAM successfully. Respondents are then asked to indicate their own level of ability in this area.

38. Instructions are then given for the questions immediately following the questionnaire. It is explained that columns 15-17 should be read to help spark ideas in answering the questions on work ethics, commitment to conservation, and attitudes towards adjacent communities. Respondents are told that these are difficult questions that require some thought and there are no wrong or right answers to these questions. The language and computer questions are then explained; the importance of language is explained with respect to working with local communities.

39. Respondents are told that when they come to the bottom of each column they should complete compartment L by indicating which form of training (e.g., formal wildlife training institutions, in-service training, on-the-job training, or other) has contributed most to their

[1] While Regional Managers may utilize surrogates to conduct certain portions of the PARCS assessment, the term Regional Manager will be used throughout.

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knowledge of the subject in that column. They are also asked to list any additional training received past primary school not recorded in row L on the blank final page of the questionnaire. Finally, they are asked to list their three training priorities on the last page of the questionnaire.

40. Direct examples from the questionnaire are used liberally in the pre-questionnaire discussion to help respondents understand how the questionnaire should be completed. Respondents are reminded to read the instructions carefully and to seek clarification on any words/phrases or instructions not clearly understood. Respondents are also reminded to continuously refer back to the main divisions of the job as they go down the skills/competencies columns.

41. Finally, respondents are reminded that accuracy and honesty are required in order to meet the objectives of the project and, therefore, the questionnaire is designed to be confidential and anonymous. Moreover, Regional Managers emphasize to participants that the assessment will not be used to assess individual training needs, but overall training needs throughout the protected areas in a country or region. Hence, it should be understood that people have nothing to lose/win by being anything but honest. Hence, there should be little reason for participants to deliberately provide inaccurate data.

42. Respondents are also informed that the approximate time it will take to complete the questionnaire is 2.5 hours. The questionnaire was created in the word processing program Word Perfect and has been produced in English and in French (see following Questionnaire).

PROTECTED AREAS CONSERVATION STRATEGY (PARCS): TRAINING NEEDS ASSESSMENT

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

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

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

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

The attached chart has 17 columns and 12 rows.

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

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

KNOWLEDGE (columns 2-7)

Knowledge has been grouped into four levels:

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

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

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

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

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

eg. in E5:

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

[4] [3]

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

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

MENTAL AND SOCIAL SKILLS (columns 8-14)

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

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

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

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

eg. in F9:

determining true causes of visitor dissatisfaction & behaviour	(Y) N [3]

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

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

ATTITUDES (columns 15-17)

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

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

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

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

AWF WCI WWF

Biodiversity Support Program

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

3. Management	4. Planning	5. Legal	6. Policies/Procedures	7. Financial/accounting
Working knowledge of supervisory and personnel management skills Some knowledge of human resources techniques and their application as appropriate (e.g., job evaluation or worth of job, salary structuring, training needs analysis) Working knowledge of managing casual labour	Working knowledge of scheduling staff development & initiatives	Some knowledge of employment laws	In-depth knowledge of staff policies, procedure, and practices	
Working knowledge of principles of stock control and procurement Working knowledge of how to apply preventative maintenance	Working knowledge of job planning	Some knowledge of contract law (for writing contracts to subcontractors)	In-depth knowledge of maintenance / construction policies, procedures and standards and procurement procedures	
	Working knowledge of financial planning		Working knowledge of accounting policy and procedures	Working knowledge of accounting and principles of internal control
	Working knowledge of planning, budgeting and control		Working knowledge of overall strategies and direction of his/her organisation (national conservation policy)	
	In-depth knowledge of patrol planning needs	In-depth knowledge of relevant laws and regulations (e.g., firearms, arrest, charging, human rights)	In-depth knowledge of policies and procedures	
Working knowledge of management and accommodation and catering facilities under protected area jurisdiction	In-depth knowledge of techniques in developing long and short-term visitor plans	Working knowledge of contract law as applicable to concessionaires and visitors	In-depth knowledge of visitor policies and procedures	Working knowledge of keeping records of visitor numbers and keeping receipts
Working knowledge of project (job) management	In-depth knowledge of job planning	In-depth knowledge of relevant laws and regulations	In-depth knowledge of policies and procedures related to intervention	
In-depth knowledge of protected area vs people conflict management	Working knowledge of how to develop a community conservation plan	Some knowledge of laws related to community development	In-depth knowledge of policies and procedures related to community conservation	Working knowledge of record keeping for financial disbursements to local communities In-depth knowledge of records of resource use or resources shared – both financial and in-kind distributions
	Some knowledge of development of research plan for the protected area	In-depth knowledge of legal aspects of collecting/exporting materials & specimens	Working knowledge of research policies and procedures	Working knowledge of budget & allocations for research activities
Working knowledge of the concept of public relations and methods of dealing with the media Some knowledge of obligatory role (attendance) at meetings and awareness of activities around the protected area expedient to attend		In-depth knowledge of the legislation regarding protected areas Some knowledge of the laws of slander and libel	In-depth knowledge of the public relations policies, procedures and practices	
	Working knowledge of resource conservation management planning techniques and methodologies In-depth knowledge of how to develop and implement protected area management objectives In-depth knowledge of how to develop and maintain a protected area management zoning system			Working knowledge of how to estimate costs for implementation of resource conservation management plan recommendations

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

SOCIAL SKILLS

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

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

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

As a manager how do you instil:

a. work ethics?

b. commitment to conservation?

c. healthy attitudes to adjacent communities?

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

LANGUAGES

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

COMPUTERS

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

TRAINING PRIORITIES

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

1.

2.

3.

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

..... Department/Section

..... Organisation

..... Country

Date: .....

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

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

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

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

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

PARCS REF NO: Date received:

PAST TRAINING

Please list any additional training after primary school (with dates) not recorded in Row L (formal, in-service or other).

BEST AVAILABLE COPY

Post-Questionnaire Discussion

43. The discussions that follow the administering of the questionnaire are designed to elicit interviewees' views on training and potential innovative ideas for training. The discussions should flow freely, guided by the following questions:

1. What is your overall impression of the questionnaire?

2. Did the questionnaire teach you anything new about your job?

3. Are there any important aspects of your job not covered by the questionnaire?

4. Do you have any comments (positive or negative) about the questions?

5. Has the questionnaire changed you idea of the role of a protected area manager?

6. Would you have identified (or did you identify) your training priorities differently before reading the questionnaire?

7. What are the strengths and weaknesses of the present training in your department?

Interviewers then lead a discussion of the different types of training (formal, in-service, on-the-job, and other).

8. How would you evaluate the quality of the training in your department? Is more needed? Is better quality training needed? What are your suggestions?

9. What kinds of training materials have you received? What is the source of these materials? On whose initiative have you received these materials?

10. What constraints other than training do you face in your job?

11. What are your three priority needs to fulfill your mandate as a protected area manager?

A written subjective assessment of training within the department is then requested by the interviewer.

44. At the close of the session, the Regional Managers note how each questionnaire was filled out and other relevant details on how the questionnaire was conducted, where applicable, such as:

(a) Group size:_____
(b) Time taken to complete the questionnaire:_____

(c) If interviewee is known to the interviewer:

- relevant details about the interviewee (e.g., experience, intellect, in what capacity known, and how long known)

(d) Perception of overall level of comprehension of interviewees (including number of questions asked):_____

Amplification of Responses

45. One-on-one discussions may take place as the questionnaire is filled out. These discussions help the Regional Managers understand how well participants grasp the issues in the questionnaire and help validate the responses. As the Regional Manager meets with PAMs, he/she may collect a standard set of background statistics (see Background Information sheets). Other questions are used as prompts to provide an indication of the quality of the responses given to the questionnaire (see Indicative Information sheets). In addition, the Regional Managers conduct on-site visits whenever possible and attempt to verify the validity of responses.

46. The Regional Managers also attempt to verify the data they collect by: (i) asking the FOD to complete the questionnaire, assessing the skill levels required and the skill levels attained, in general, among the managers in the protected areas under their jurisdiction and (ii) interviewing appropriate field associates (individuals working with relevant nongovernmental organizations (NGOs) and other donors in the field) and asking them to complete the questionnaire, again assessing the skill levels required and the skill levels attained, in general, among PAMs with which they work.

47. The broad strategic recommendations from Phase I will be based on PAMs' perceptions of their own skill levels. Systematic skill level verification has not been built into the Phase I assessment but will be built into Phase II.

38

Background Information

For Each Reserve

Name of Reserve _____

Size _____

Years in Existence _____

Last Change in Protected Status (Year, Describe)_____

Predominant Habitat Type/s (Use International Union for Conservation of Nature and Natural Resources (IUCN) categories, plus marine)____

Governing Institution: Name/s _____ (Dept., Ministry)
Government? _____ Non-Government?_____ Parastatal? _____
Date of Last Change in Governing Institution _____

Funding Sources: Central Treasury? _____
Direct Revenue from Reserve? ____
Foreign Assistance? _____
Sources _____ Amount this Year from Each _____
(This may be only relevant to national programs)

Technical Assistance: Source/s, Type, Amount _____

Does the Reserve Have:
A Protection Force_____ No. of Reserve Employees _____
Biological Monitoring Program?___ No. of Monitors___
Community Liaison Effort?___ (Describe) No. of Employees___
Tourism Program?____ No. of Employees___
Safari Hunting Program?____ No. of Employees___
Research Program?_____ (Describe) No. of Researchers___
Reserve-Level Training Program?____ No. of Trainers____
Annual Funding for Training_____
% of Annual Budget_____
Other (Specify) _____

Are Any of the Above Services Provided by Institutions or Individuals not Formally Part of Reserve's Organization
(e.g., education program visits by national or NGO groups, research by university personnel)?
Describe _____

Briefly Describe Infrastructure Present (e.g., reserve buildings, number of vehicles)_____

Personnel Information (At Reserve Level Only)

Describe Personnel Structure (use organogram if possible):
Who is Highest Level Responsible? Next Level? Next....

For Each Different Staff Position (e.g., Chief Warden, Assistant Warden, Chief of Guards, Tourism Officer, Education Officer,
Biologist, Administrative Assistant, Mechanic, Guard):
Title_____
No. of Persons_____
Responsibilities_____
(collect job description, if it exists)
Minimum Requirements for Hiring: Education _____
Experience _____
Skills _____
Actual Qualifications (answer with minimum and maximum for current staff in each position, or actual numbers for
each staff person in the position):
Education _____
No. of Years Experience in Reserves _____
No. of Additional Years Experience in Similar Work (outside reserves) _____

Need for More/Different Personnel in this Reserve? Y___ N___
Staff Positions Needed & No. of Persons for Each:
Highest Priority _____
_____
Desirable _____
_____

Need for More Training of Existing Personnel or Replacements as Hired? Y____ N____
Type/s:
Highest Priority _____
_____
Desirable _____
_____

Indicative Information

Technical

1) Are there any endangered species resident in the reserve?
   What are they? (List)
   What is their conservation status? OK, Threatened? Abundant? Rare?
   Where found in reserve (habitat, geographical location)?
   If threatened, by what?
   How do you know?

2) Does tourism in reserve have any impact on wildlife:
   Positive impact? Y___ N___ What?
   Negative impact? Y___ N___ What?
   How do you know?

3) Are there species present in reserve that are important ecologically?
   Which?
   In what way? What role do they play?
   If their number were reduced or eliminated, what ecological results might occur?

Management

1) What do you look for in hiring a good guard?
   What procedure is followed if an employee is not working satisfactorily?
   What if he/she continues to work unsatisfactorily?

2) What kind/s of contact do you have with the public:
   Local?
   National?
   International?
   How important is contact with each of the above?

3) Do you personally write/do:
   Annual reports? Y___ N___ Other personnel who do_____
   Other regular program reports? Y___ N___ Other personnel_____
   Budget reports? Y___ N___ Other personnel_____
   Accounting? Y___ N___ Other personnel_____
   Guard scheduling, supervision? Y___ N___ Other personnel_____

41

Strategic Planning

1) Does the reserve have a management plan? Y___ N___
In progress____ Planned____
Date of formulation_____ Date of last revision____
Is the plan used? Y___ N___ Somewhat___ Comments_____
Is it effective? Y___ N___ Somewhat___ Comments_____

2) What plans/reports are regularly produced? (e.g., program, budget, patrols, visitor, research, education)
Verify (ask to see and keep latest copies)

Legal

1) What is the legal status of reserve?

2) What activities are illegal within?

3) Is any extraction legal (renewable or non-renewable resources)?
What?

Financial

1) Are regular reports compiled? (verify and keep)

2) Are procurement and accounting done by the same or different people?

3) Who must sign for disbursements/payments?
How is this recorded?

VII. In-Country Training Opportunities Assessment

48. The Regional Managers conduct country-by-country surveys of institutions that provide training programs and opportunities. The Regional Managers use the questionnaire responses to help identify training sources that have been used by people who become PAMs, and then collect the following data on each training institution or program (see Training Institution's Background Information sheet). All available training materials and curricula are collected from the various training sources.

Training Institution's Background Information

Name_____
Years in Existence_____
Type: Governmental_____ Non-Governmental_____ Parastatal_____ Other_____
Supervising ministry, department, institution_____
Estimated annual program budget _____
Funding Sources: Government: Y____ N____ Dept._____
Course/Admission Fees _____
Fee/Completion of Program_____
Foreign Assistance? Y____ N____
For Each: Source _____ Amount this Year _____
_____ - _____

Technical Assistance? Y____ N____
For Each: Source, Type, Amount _____
_____

Technical Fields Covered in Training:
Mark "E" if field is a primary emphasis (1-2 fields only)
Mark "I" if field is included, but not primary

_____Wildlife Biology
_____Reserve Management
_____Policies/Procedures
_____Legal Planning
_____Forestry
_____Business:
_____Administration
_____Planning
_____Financial Planning
_____Personnel Management

_____Extension/Education
_____Tourist Operation
_____Other (specify_____)

Number of Different Programs within Institution _____

For Each Different Program:

Type/Technical Fields (see above)_____
Years in Existence_____
Length of Training Program_____
Frequency of Offering this Program: Continuous____ Yearly____
Other Regular Interval (specify)_____
Irregularly (specify)_____
"Degree" Conferred_____
Admission Requirements: Education_____ Experience_____
Other (specify)_____
Subjects/Course List/Themes _____
_____

Methods Used: Class Instruction____ Practical _____ On-Site_____ Other (specify)_____
Pre-service_____ In-Service_____
Follow-Up: Y___ N___
Individual Evaluation____ Supervision_____ In-Service___
Program Evaluation: Y___ N___ Date_____
Number of "graduates"/session, cycle_____ or number/year_____
Number of Graduates: This past year_____
During past 5 years_____
During history of program_____
Full-Time Trainers:
No._____
No. Years with this Program _____
No. Years as Trainer Elsewhere _____
Background: (answer with maximum, minimum, or numbers for each trainer if possible)
Highest Educational Degree/Training _____
From which Institution/Program? _____
Number of Years Practical Experience in Reserve _____
Where? _____

Current Curriculum:
First Developed (date)_____ By Whom?_____
Date of Last Revision _____ By Whom?_____
Informational Materials Used:
Text? Y___ N___ Name, Author _____
Training Manuals? Y___ N___ Name, Author _____
Other (specify) _____
_____

History Following Training:(Define base number of graduates and time period being considered -- e.g., total number completing last training session: 12; total number completing training in last 5 years: 67 -- then answer following questions, given these baselines)

Number Getting Jobs in Field of Training:
____ From Last Session ____ From last 5 years
Average tenure (number of years) in Reserve Management:
____ From Last Session ____ From Last 5 Years
Number Currently Working in Sector:
____ From Last Session ____ From Last 5 Years
____ Total (no time limitation)

49. In order to make preliminary assessments of the training sources, any available evaluations or reports on the training sources are collected. Trainers may also be asked to fill out the questionnaire in order to help evaluate the level of skill being taught in various courses. In addition, trainees (even though they may not be PAMs) may be asked to fill out the questionnaire to assess whether a course or program has accomplished training to a certain level (See alternative instructions for training institutions). Regional Managers will use PAMs' responses on the questionnaire and other information gleaned from the needs assessment to assess how well PAMs are being trained.

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 assess the level of knowledge taught in a specified course at your institute

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 parts of the training course which are relevant to the column above.
- The first column shows 'accountabilities and responsibilities' associated with each division A-K. Please add any further accountabilities and responsibilities specific to the job of protected area manager by writing in the relevant compartment.
- Columns 2-17 show the competencies associated with the 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 the level of knowledge taught in the course at your institute.

eg. in E5:

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

4 3

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

When you come to the bottom of each column please complete the compartment (L) by showing which part of the training course contributes most to the knowledge of the subject in the column.

(PARCS INST)

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 the job of protected area manager by circling either Yes (Y) or No (N).

Then indicate in the right hand box (shaded) the level of ability taught in the course for each particular skill.

eg. in F9:

determining true causes of visitor dissatisfaction & behaviour	(Y) N [3]

Such an answer shows that this skill is required and the course teaches the level of skill needed to successfully complete this aspect of the job.

When you come to the bottom of each column please complete the compartment by showing which part of the training course contributes most to the skills in the subject of the column.

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 to the person organising this component of the PARCS project.

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

AWF WCI WWF **Biodiversity Support Program**

(PARCS INST)

TRAINING PRIORITIES

Having completed this questionnaire and thinking specifically of the requirements of a protected area manager, what areas of training should be focused on at this institute?

1.

2.

3.

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

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

..... Department/Section

..... Organisation/Institute

..... Country

Date: .....

PARCS REF NO: Date received:

(PARCS INST)

50. As time permits in Phase I, the Regional Managers also conduct a survey of possible training opportunities outside the institutions and programs already being utilized. Training opportunities in the country or at least in the region are sought that are cost-effective, efficient, local, culturally sensitive, on an appropriate scale, and that use local languages. Regional Managers visit such sources as: professional associations, employers' associations, consulting firms, universities, trade associations, accountancy firms, government institutions, tour/travel companies, hoteliers and hotel training schools, national institutes of management, law societies, and business management institutes.

51. In order to complete this part of the training opportunities assessment, Regional Managers first assess the data gathered in the region and determine the probable areas of need based on preliminary trends observed in the data. For each training need, possible sources of training are listed (for example, see below). Then, a few training needs are chosen for further information gathering.

Needs:	Opportunities:
Bookkeeping	Clerical school Accounting firm Industry
Personnel management	Business school Management consulting firms Industry
Tourist management	Hotel school Business school Tourism and safari companies
Law	Law school Law firms
Infrastructure	Engineering firms Department of roads training center
Strategic planning	Business school Consulting firms Industry

52. The following are four major categories of institutions that have the potential to provide training:

Training Institutions:	Business Schools Hotel Schools Law Schools Public Works Training Centers (road building, vehicle maintenance)
Research Institutions:	Zanzibar Marine Institute Centre for Applied Social Sciences - Zimbabwe Desert Ecological Research Unit - Naimibia
Private Institutions:	Law Firms Accounting Firms Construction Firms Vehicle Repair Facilities maintenance Hotels Safari Companies Tourism Operators Travel Agencies

Development or Conservation Projects

53. Regional Managers interview fairly senior members of chosen institutions. If training is not presently offered, they enquire whether they investigate future training possibilities. Regional Managers explain that PARCS is looking for non-traditional sources of training and information is being gathered on existing training institutions and private firms with expertise in that field. If they are interested in the concept, Regional Managers pursue additional information (see Alternative Training Opportunities Questions).

Alternative Training Opportunities Questions

For Training Institutions

What is the objective of your institution?
Who are your students, where do they come from, why do they attend?
How is the school structured?
Degree? Course Structure? (e.g., full-year, partial, seminars, workshops, fieldwork)
Who are your instructors? What experience and education do they have generally? Do they work outside the institution?
General description of the curriculum
Where are the courses held? Many locations or one central location?
Is there field-based training, internships? (i.e., in a hotel, in an accounting firm)
Do you ever offer courses/seminars to outside groups (e.g., non-matriculated students, visitors)
Would you be able to provide limited training to PAMS on certain topics to meet their needs?
Could the training take place in the parks or would it have to take place in your facilities?
Could PAMS attend existing courses part-time or would they have to take the whole program?
Could they only take one course?
How much would it cost? Are there government rates? Could it be free?
Do you have country orientation (e.g., Uganda Hotel school) or regional orientation (e.g., Mweka)?
Are you a private or government affiliated institution?
Do you receive donor assistance (financial or technical)?

For Private Companies

How does your staff get trained now?
- Formal training (e.g., law school, business school)
- On-the-job/in-service
- Seminars/workshops
- other? outside?

Do you provide any kind of in-service training? To whom? All levels? Could outsiders be brought into this system?
Do you ever provide training outside of your firm? Seminars? Workshops? Courses?
Do you know of anyone who does in your field?
Would you as an individual or your colleagues or staff be interested in providing semi-formal or informal training to PAMS in your field (e.g., seminars, lectures, field courses, refresher courses)?
What might it cost? Possible pro bono, government rates?
If not training itself, would you be willing to provide advice on addressing training needs in a cost effective, culturally sensitive way? (Efficient training that takes PAMS away from their jobs the least amount of time possible.)
Do you have affiliates in other countries, in the region or internationally?
Do your staff speak the local languages?

How long have you existed?

For Research Institutions

Do you train/instruct students or is the institution devoted purely to research?
Is the institution private or connected to the government somehow?
If you do training how is it organized? (Degree, partial degree, in conjunction with a university or school, seminars, lectures)
Do people come to learn from the outside (courses, lectures, informal)?
What training has your staff received at which levels? Receiving now?
Would you be interested in providing formal or informal training to PAMS either at your institution or in the field?
What would it cost, Government rate? free?
Do you have international or regional affiliations?
How long have you existed and expect to in future?

Development or Conservation Projects

What are the objectives of the project?
Do you provide training/instruction to staff assistants/local people? on-the-job, organized in-service, send them away for formal training?
Do outsiders ever come to the project for either formal or informal training/learning experiences?
Do your technical staff ever lecture, or instruct outside of the project?
Would you be interested in providing formal or informal training to PAMS either at your project or as a visiting lecturer?
How long is your project expected to last? How long will the experts remain in the field?
Do you already have any connection to a protected area system?
Could you provide training consistently, regularly or only when there is time?
What would it cost?
Do your staff and/or Principle Investigators speak the local languages?

54. The information gathered on alternative training opportunities will be utilized in Phase II of PARCS.

VIII. Out-of-Country Training Opportunities

55. BSP is building a database of selected training opportunities in West Africa and the Sahel and other training opportunities outside of Africa. When Regional Managers discover training opportunities in countries outside their region, they notify the Regional Manager in that region. As the Regional Managers discover training opportunities outside the three regions (e.g., West Africa, the U.K., the U.S.), they notify BSP to do the follow-up investigation. A catalog of training opportunities and resources will be available from BSP at the close of the project.

IX. Follow-Up Activities

56. Regional Managers individually determine, on a case-by-case basis, whether to complete an entire assessment in one lengthy trip to the country, or to complete the assessment in two or more trips.

57. Before leaving a country and depending on the particular strategy agreed for the assessment, the Regional Manager may hold a final meeting with the senior official(s) at headquarters to brief them on meetings and to elicit comments on training in general and the PARCS project in particular. Depending on USAID desires, the Regional Managers will also brief USAID on their activities in country.

58. When second visits are made to a country, the Regional Manager will bring senior level people involved in the assessment up-to-date on the progress of PARCS and report on any early trends in training priorities identified from a preliminary analysis of the questionnaires and training opportunities examined. They will also try to take any follow-up action requested.

X. Feedback

59. Regional Managers submit monthly reports to BSP. These reports are circulated to the other Regional Managers and members of the core team.

60. Regional Managers are in frequent contact with each other, the core team, and the BSP coordinator through telephone, courier, and fax. Meetings for the Regional Managers and meeting for the entire PARCS team are scheduled throughout the course of the year.

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61. Copies of the final report will be distributed to all organizations/departments who participated in the project.

XI. Data Organization and Analysis

62. Data sheets for the questionnaire have been developed in Wordperfect (see following Data Sheets). Each Regional Manager transcribes the data onto the data sheets. These data sheets are then be sent to Nairobi for data entry. Data entry will be done throughout the life of the project.

PARCS Reference Number

63. A reference number system has been designated for each completed questionnaire. This system involves a unique number/letter combination and will allow for the sorting of data by several factors (e.g., country, biome, organization). The reference number consists of nine compartments and is filled out according to the instructions on the following page.

PARCS REFERENCE NUMBER Unique code for each individual questionnaire made up of 8 compartments.

1	2	3	4	5	6	7	8

Compartment 1: 1 letter, 4 numbers
Regional Manager initial (D,A,or M)
Way questionnaire was administered (1-7)
Number of questionnaire (001-999)

Regional Manager
1. Explain questionnaire to PAM/FOD and fill out with Regional Manager nearby
2. Explain questionnaire to PAM/FOD and leave to fill out on own time
3. Explain questionnaire to PAM/FOD at workshop and fill out individually with Regional Manager 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 on own time
6. Explain questionnaire to PAM/FOD at workshop and fill out individually with consultant nearby
7. Send out questionnaire by mail

Compartment 2: Position in organization of person being interviewed 1 number (i.e., 1-9)

1. Position below that of PAM (e.g., Assistant Park Warden)
2. Protected Area Manager
3. Position senior to PAM (e.g., Regional Warden)
4. Field Operation Director (FOD) filling in questionnaire for PAMS
5. FOD (filling in questionnaire for own job)
6. Trainer at a formal training institute
7. Research Officer
8. Field Associates (NGOs/Aid Agencies)
9. PAM working in the private sector

Compartment 3: Organization 2 letter code, personal to each regional manager. If compartment 2 is a trainer, compartment 3 indicates a code for the course (e.g., diploma, certificate)

Compartment 4: Country (2 letter code)

Ethiopia	ET	Zimbabwe	ZW	Burundi	BU
Kenya	KE	Zambia	ZA	Cameroon	CM

Somalia	SM	Botswana	BO	Congo	CO
Tanzania	TN	Mozambique	MZ	Rwanda	RW
Uganda	UG	Malawi	MW	Zaire	ZR
Zanzibar	ZN	Swaziland	SW	Lesotho	LE

Compartment 5: Years in service 3 columns. 1 letter, 2 numbers (i.e., A-D 01-99)

A: 1-5 years of service	No. of years as a PAM
B: 6-10 years of service	No. of years as a PAM
C: > 10 years of service	No. of years as a PAM
D: not applicable	No. of years as a PAM

In cases where respondents do not indicate the number of years they have worked for their organization, or the number of years as a PAM, these spaces in the Reference Number should be left blank.

Compartment 6: Conservation Status 2 number column n=10-80
(using IUCN Management Categories as listed in McNeilly & Miller, 1984)

Second column is filled in if two protected areas are managed. Default is blank. If trainer is filling in the form: XX. If respondent is not working in a protected area (e.g., HQ) leave both columns blank.

Category 1: Scientific Reserve/Strict Nature Reserve
Category 2: National Park
Category 3: Natural Monument/Natural Landmark
Category 4: Nature Conservation Reserve/Managed Nature Reserve/Wildlife Sanctuary
Category 5: Protected Landscape/Seascape
Category 6: Resource Reserve
Category 7: Natural Biotic Area/Anthropological Reserve
Category 8: Multiple Use Management Area/Managed Resource Area

Compartment 7: Biome 2 letter code

First column is representative habitat. Second column is secondary/other (default is blank).

M:	Montane	F:	Dry Forest
S:	Savanna	W:	Moist Forest
O:	Marine	R:	Regional/national
A:	Aquatic	X:	If trainer filling in the form

Compartment 8: Gender 1 column

Male: 0 Female: 1

Data Sheet A

64. This data sheet allows the additional accountabilities and responsibilities that are identified to be compiled. The Regional Manager keeps a running total and codes according to compartment. These additional accountabilities and responsibilities will be reviewed to assess whether there are any common additions or if additions are country specific. This data will be used to validate the "accountabilities and responsibilities" section of the questionnaire.

PARCS DATA SHEET A

Parcs Ref. No:	Compartment No: A1 to K1	Additions and/or deletions to 'Accountabilities & Responsibilities'

Data Sheet B

65. This data sheet focuses on knowledge. Questions are numbered from the first one in compartment B2, down the columns to question 64 in K7.

Column A is already determined by the levels of knowledge in the questionnaire. These are already filled in.

Column B is the response in the left-hand box.

Column C is the response in the right-hand box

For Columns B and C, 0 = n/a, 1 = none, 2 = some, 3 = working, and 4 = in-depth.

Column D (A-B) is calculated by computer.

Column E (B-A) is calculated by computer.

Column F is either A-B or B-A, whichever is the positive value. This is the validation of the questionnaire. The bigger the number in this column, the greater the difference in perceptions between the developers of the questionnaire and the respondent as to the skill level needed to do the job of a PAM successfully.

Column G is A-C, the training need measure based on the PARCS skill level. In other words, if the questionnaire indicates that, for example, in-depth knowledge of relevant laws is required (4), but the respondent indicates that he/she only has a some knowledge of these laws (2), then a training need according to the PARCS team has been identified (calculated as 4 - 2 = 2; a 0 or negative value would indicate no training need).

Column H is B-C, the training need measure based on the respondents' skill level. In other words, if the respondent indicates that, for example, working knowledge of relevant laws is required (3), but the respondent indicates that he/she only has some knowledge of these laws (2), then a training need according to the respondent has been identified (calculated as 3 - 2 = 1; a 0 or negative value would indicate no training need).

	Question	Score	Validation	Skill level	A-B	B-A	A-B or B-A	A-C	B-C
[illegible]	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	[illegible]								
	10	3							
	11	3							
	12	3							
	13	4							
	14	4							
	15	4							
	16	3							
	17	3							
sub-total									
MANAGEMENT	18	3							
	19	3							
	20	3							
	21	3							
	22	3							
	23	3							
	24	3							
	25	4							
	26	3							
	27	3							
sub-total									
PLANNING	28	3							
	29	3							
	30	3							
	31	3							
	32	4							
	33	4							
	34	4							
	35	3							
	36	3							
	37	3							
	38	4							
	39	4							
sub-total									
LEGAL	40	3							
	41	3							
	42	4							
	43	3							
	44	4							
	45	3							
	46	4							
	47	4							
	48	3							
sub-total									
POLICIES - PROC	49	4							
	50	4							
	51	3							
	52	3							
	53	4							
	54	4							
	55	4							
	56	4							
	57	3							
	58	4							
sub-total									
FINANCIAL	59	3							
	60	3							
	61	3							
	62	4							
	63	3							
	64	3							
sub-total									
TOTAL									

Data Sheet C

66. This data sheet is for "Mental and Social Skills". Questions are numbered 1 to 69 starting in A8 and going down the columns to K14. In the first column, the Regional Managers enter 1 for yes or 0 for no. The skill level column is to be filled in with a 1 (none), 2 (poor), 3 (satisfactory), 4 (good). The figure 1 or 2 indicates a training need: a 3 or 4 indicates no training need.

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	Question			
[illegible]	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
	[illegible]			
sub-total				
PROBLEM ANALYSIS	[illegible]			
	[illegible]			
	15			
	16			
	[illegible]			
	18			
	19			
	20			
	21			
	[illegible]			
	23			
sub-total				
CREATIVITY	24			
	25			
	26			
	27			
	28			
	29			
	30			
	31			
	32			
	33			
sub-total				
EXPLANATION	34			
	35			
	36			
	37			
	38			
	39			
	40			
	41			
	42			
sub-total				
ORAL	43			
	44			
	45			
	46			
	47			
	48			
	49			
	50			
	51			
sub-total				
WRITTEN	52			
	53			
	54			
	55			
	56			
	57			
	58			
	59			
sub-total				
WORKING WITH OTHERS	60			
	61			
	62			
	63			
	64			
	65			
	66			
	67			
	68			
	69			
sub-total				
TOTAL				

Data Sheet D

57. This data sheet is for attitudes. The columns are coded according to the following generalized attitudes expressed by project participants.

A. Instilling Work Ethics

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

A2. showing hard work and dedication through example

A3. ensuring objectives of the organization are explained to staff

A4. acknowledging good work in others while positively criticizing 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 program formulation

A10. cultivating good working relationships which creates rapport for instruction

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

A12. never criticize organization openly

B. Instilling commitment to conservation

B1. showing dedication to national, regional and local conservation objectives

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 programs

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)

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

C. Instilling Healthy Attitudes to Adjacent Communities

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

C2. listening to and demonstrating willingness to understand community problems

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 jeopardizing the area's conservation objectives

PARCS DATA SHEET D. ATTITUDES

PARCS Ref. No.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	B13	B14	B15

Data Sheet E

68. This data sheet pulls together the information on languages and computer use. Language responses are coded as Y (yes), N (no), or B (blank). Computer use responses are coded as Y (yes), N (no), or B (blank) and then 1 or 0 under uses for WP (word processing, AC (accounting/budgeting), and DA (data analysis).

PARCS DATA SHEET E: LANGUAGE & COMPUTERS

sev = Blank WP = wordprocessing AC = accounting budgets DA = data analysis fill 1 or 0)

Parcs Ref. No:	Language	Computer uses				
	Y or N or B	Y or N or B	WP	AC	DA	

Data Sheet F

69. This data sheet looks at the three training priorities identified by the respondents and categorizes them into the compartments of the questionnaire. The categories are A-K and 2-17 as on the questionnaire; 18 is other. When the figure 18 is filled in a column, a comment must be added in the far right column as to what "other" is. Tick marks are made whether the training is F (formal), I (in-service), J (on-the-job), or O (other). When more than three training priorities are listed, only the first three are recorded.

PARCS DATA SHEET F: RESPONDENTS' STATED TRAINING PRIORITIES

key: 18=other (fill in details under comment) Limit of 4 rows in each priority

Parcs Ref. No:	1						2						3						Comment
	2-18	A-K	F	I	J	O	2-18	A-K	F	I	J	O	2-18	A-K	F	I	J	O	

F=Formal I=Inservice J=On the job O=Other

Data Sheet G

70. This data sheet summarizes training already received as described in compartment L and uses categories 2-17 as on the questionnaire.

71. Column 18 is for the name of an institute where known (a two-letter code is used) and column 19 is for details of the course (2-letter code is used). This primarily refers to formal wildlife institutes (i.e., those that will come under 1) and will allow Mweka/Garoua graduates to be pulled out. The type of training is divided into five sections:

1. Formal wildlife institute (e.g., Mweka)
2. Other formal training (e.g., seminars, workshops)
3. In-service
4. On-the-job
5. Other

If a respondent does not indicate what their course at a formal institute was (e.g., diploma or certificate) a dash is inserted in column 19.

72. In order to be able to record how recently the respondent has graduated from an institute, four sections have been put within row 1. This information is requested on the questionnaire. If a respondent does not indicate a specific date, "no date" is marked. As no dates are requested for the other types of training, there are no subsections in rows 2, 3, or 4. Under 5, however, other training is identified if it is deemed relevant. In this data sheet records are only made with a 1. In row 6, B is used to indicate that a blank was left in this compartment of row L (but other compartments in row L are filled in); a Z is used to indicate if all of the compartments in row L were left blank.

73. Column 20 is for other. A Z in column 20 will indicate that respondents were not asked to record additional training on page 4 of the questionnaire. A B indicates that respondents were asked to record their additional training on page 4 of the questionnaire, but the page was left blank. Column 21 is used for institute and column 22 for course.

PARCS DATA SHEET G: SUMMARY OF TRAINING RECEIVED

PARCS Ref. No:

key: 1 = formal wildlife insitute, 2 – other formal training, 3 – in service, 4 – on the job, 5 – other (Fill in 1 or 0)
B = blank in row 1. Z = zero line in Row 1.

Type of training	Knowledge						Mental & social skills							Attitudes			Institute (2 letter code)	Course (2 letter code)	Other	Institute (2 letter code)	Course (2 letter code)
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1. 0-2 yrs																					
3-5 yrs																					
6-10 yrs																					
> 10 yrs																					
No Date																					
2.																					
3.																					
4.																					
5. (specify) - - -																					
6. B or Z																					

Analytical Questions

74. Data generated by the training needs and training opportunities assessments will be used to answer a suite of overarching questions. These questions are listed below and are divided into broad, general categories of enquiry each with a subset of subordinate, specific ones.

What are the responsibilities of a PAM? Are these responsibilities universally recognized?

> What are the descriptions and understandings of the responsibilities of a PAM currently declared by resource management authorities?
>
> What are the responsibilities recognized by PAMs?
>
> How do PAMs' perceptions compare with PARCS' perceptions?
>
> How do trainers' perceptions compare with PARCS' perceptions?
>
> Has the job of PAM changed over the last 20 years?
>
> What are others' perceptions: do they match PAMs' and/or PARCS' perceptions?

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

> What are the overall constraints?
>
> What is the importance of training in overcoming constraints?

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

> Are skills satisfactory compared to PARCS' perceptions of job skills?
>
> Are there differences between biomes in the technical knowledge of PAMs?

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?

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?

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?

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

Are there other appropriate training opportunities that have not been utilized?

75. Regional reports and an integrated final report of the findings of the Phase II assessment will be produced in September 1993.

14

XII. References

Child. Dr. Graham. and Leonard D. Sefu. 1987. "Needs and Priorities for Training in Wildlife Management and Utilisation in the SADCC Region." Results of a consultant mission on behalf of the Coordinator for Forestry, Fisheries and Wildlife. Government of Malawi.

Jingu, R.A. 1986. "A Study on Wildlife and Protected Area Management Training and Manpower Requirements in Africa." United Nations Food and Agriculture Organization.

Annexe 2:

Training Opportunities Assessment

LIST OF INSTITUTIONS USED

African Institutes

Chancellor College (Including Bunda Agricultural College), Malawi
Chunga Wildlife Training School, Kafue, Zambia
College of Africa Wildlife Management, Mweka, Tanzania
Institute of Development Management (IDM), Botswana
J. L. B. Smith Institute, Grahamstown, Republic of South Africa
Mangosuthu Technikon, Republic of South Africa
Mushandike College, Zimbabwe
Natural Resources College, Malawi
National Institute for Public Administration, Zambia
Regional Aquaculture Centre, Nigeria
Rhodes University, Republic of South Africa
University of Botswana
University of Capetown, Republic of South Africa
University of Dar es Salaam, Tanzania
University of Natal, Institute of Natural Resources, Republic of South Africa
University of Pretoria, Republic of South Africa
University of Stellenbosch, Republic of South Africa
University of Witwatersrand, Republic of South Africa
University of Zambia
University of Zimbabwe

European Institutes

Aberdeen University, United Kingdom
Canterbury University, United Kingdom
Humberside College, United Kingdom
ICCE, Cheltenham, United Kingdom (Environmental Education)
Jordan Hill College, United Kingdom (Environmental Education)
Lancaster University, United Kingdom
Oxford University, United Kingdom
Stirling University, United Kingdom
Strathclyde University, United Kingdom
University of Bergen, Norway
University of Edinburgh, United Kingdom
University of Leeds, United Kingdom
University of Manchester, United Kingdom
University of North Wales, United Kingdom
University of Uppsala, Sweden
University of Wales, United Kingdom

North American Institutes

Clemson University, College of Forest & Recreation Resources
Colorado State University, College of Forestry & Natural Resources
Frostburg University
Michigan State University, College of Natural Resources
Oregon State, Dept of Forest Resources
Texas A & M, Department of Recreation & Parks
University of Alberta
University of Arizona
University of California
University of Colorado
University of Guelph
University of Idaho, College of Forestry, Wildlife & Range Science
University of Massachusetts
University of Montana, Recreation Management Program
University of Vermont, School of Natural Resources