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Protected Area Conservation Strategy (PARCS)

**Training Needs and Opportunities Among
Protected Area Managers in
Eastern, Central, and Southern Africa**

by Barbara Pitkin

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PROJECT NOTE

The Protected Area Conservation Strategy (PARCS) is a four-year project. The project's first phase comprised an assessment of training needs among protected area managers across eastern, central, and southern Africa. The project's second phase involves assisting protected area authorities to develop training plans and innovative training techniques that address the training needs of protected area managers in selected African countries.

The Biodiversity Support Program (BSP) manages the PARCS project. A collaborative group of three nongovernmental organizations (NGOs)—African Wildlife Foundation (AWF), Wildlife Conservation Society (WCS), and World Wildlife Fund (WWF)—implements the project. AWF is responsible for implementing PARCS in eastern Africa, WCS is the lead organization in Francophone central Africa, and WWF takes the lead in southern Africa.

The high level of collaboration among the implementing NGOs has been a key element in the project's success to date. The organizations' wealth of experience, the many partnerships they have already established in the field, and their commitment to conservation in Africa have benefited the project tremendously. The project has built on these groups' strengths and expertise in adopting a cross-regional approach to addressing the serious need for training among protected area managers in Africa.



ACKNOWLEDGMENTS



From both headquarters and the field, many individuals associated with protected area authorities across Africa contributed their time, energy, and ideas to this project. We would like to give special thanks to the Department of Wildlife and National Parks of Botswana; Institut National pour l'Environnement et la Conservation de la Nature of Burundi; Ministère de l'Environnement et des Forêts, Direction de la Faune et des Aires Protégées of Cameroon; Ecole des Spécialistes de la Faune in Garoua, Cameroon; Ministère des Eaux et Forêts et de la Pêche of Congo; Ministère de l'Environnement of Congo; Ethiopian Wildlife Conservation Organization; Kenya Wildlife Service; Moi University's Department of Wildlife Management in Kenya; Department of National Parks and Wildlife of Malawi; Directoria Nacional de Florestas e Fauna of Mozambique; Ministère de l'Environnement, Office Rwandais pour le Tourisme et les Parcs Nationaux, and Ministère de l'Agriculture, de l'Élevage, et des Forêts of Rwanda; Somali Wildlife Department; Somali National Range Agency; Ecological Consulting Services in South Africa; Southern Africa Nature Foundation in South Africa; Tanzania Wildlife Division; Tanzania National Parks; College of African Wildlife Management at Mweka in Tanzania; Uganda National Parks; Uganda Game Department; Uganda Forestry Department; Institut Zaïrois pour la Conservation de la Nature; Zambian National Parks and Wildlife Service; and Department of National Parks and Wildlife Management of Zimbabwe. The project would not have been successful without the support of these institutions.

Ted Dardani, former Senior Program Officer for East and Southern Africa at World Wildlife Fund and Kate Newman, Program Manager for Africa at the Biodiversity Support Program (BSP) developed the concept for the Protected Area Conservation Strategy (PARCS). Together they wrote the proposal for the assessment of training needs and opportunities which secured funding from the United States Agency for International Development (USAID).

The three nongovernmental organizations (NGOs) responsible for implementing PARCS—African Wildlife Foundation (AWF), Wildlife

Conservation Society (WCS), and World Wildlife Fund (WWF)—designated regional managers to conduct the assessment of training needs and opportunities in the field. The regional managers were: Deborah Snelson of AWF, Annette Lanjouw of WCS, and Michael Dyer of WWF. The three regional managers and Barbara Pitkin, Senior Program Officer for Africa at BSP, developed the methodology for the assessment under the guidance of Peter Woolf of Price Waterhouse/Nairobi.

The implementing NGOs designated individuals from their headquarters staffs to join the core team charged with overseeing and guiding the assessment. This core team consisted of Cynthia Jensen, formerly of AWF and now of WWF; Deborah Snelson of AWF; Amy Vedder and Hilary Simons Morland of WCS; Sissel Waage of WWF; and Kate Newman of BSP.

Barbara Pitkin of BSP coordinated and managed the assessment. Deborah Snelson coordinated field activities from AWF's office in Nairobi. Tim Resch was USAID's technical manager for the assessment. We extend special thanks to the staff of AWF's Nairobi office for their administrative support during team meetings in Nairobi.

Barbara Pitkin wrote this report. Michael Dyer, Annette Lanjouw, Kate Newman, and Deborah Snelson provided extensive input. Vitalis Wafula and David Sumba of AWF helped analyze the data. Hilary Simons Morland and Sissel Waage reviewed and commented on successive drafts of the report. Rebecca Clay copy-edited the report. Clarine Simpson-Vaughn and Michael Honigsberg helped format the report for publication.

USAID's Bureau for Africa funded the assessment, which was managed through its Office of Sustainable Development, Division of Productive Sector Growth and the Environment. BSP and WWF provided supplementary funding. AWF, WCS, and WWF contributed staff time to the project.

ACRONYMS AND ABBREVIATIONS

AWF	African Wildlife Foundation
BSP	Biodiversity Support Program
BWTI	Botswana Wildlife Training Institute
CAMPFIRE	Communal Areas Management Programme for Indigenous Resources
CAWM	College of African Wildlife Management at Mweka in Tanzania
EFG	Ecole des Spécialistes de la Faune in Garoua, Cameroon
FOD	Field Operations Director
NGO	Nongovernmental Organization
PAM	Protected Area Manager
PARCS	Protected Area Conservation Strategy
SADCC	Southern African Development Coordination Conference
SPSS	Statistical Package for the Social Sciences
USAID	United States Agency for International Development
WCS	Wildlife Conservation Society
WWF	World Wildlife Fund





GLOSSARY

Core Team	Headquarters-based representatives of the nongovernmental organizations working together to implement the PARCS project.
Field Operations Director	Manager in the central or regional office who is responsible for managing field operations in protected areas across the country.
Formal Training	Training received through an institute or university, acknowledged by some formally recognized certificate.
In-service Training	Training organized by an employer, such as a governmental protected area authority, provided during an individual's term of service, and lasting less than six consecutive months. 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 provided to new employees before they assume their responsibilities is sometimes called induction training.
On-the-job Training	Training received informally during the normal course of work. This sort of training includes guidance from colleagues and supervisors, learning by doing, using library facilities, and learning from predecessors or the notes they leave behind.
Other Training	Training received through means other than formal institutions, in-service training, or on-the-job training. This sort of training includes workshops, seminars, and conferences.
Protected Area	An area of land or water set aside by legislation to conserve or preserve natural resources and managed by the public sector or a parastatal.
Protected Area Authority	An institution charged with managing a country's protected areas, such as the Department of National Parks, Forestry Department, or Game Management Department. In most cases, the authority is a governmental or parastatal agency that maintains staff at a central office and in the field.
Protected Area Manager	The highest ranking manager on-site in a protected area.
Regional Managers	Representatives from the nongovernmental organizations collaborating on the PARCS project, assigned to conduct assessments of training needs and opportunities in eastern, central, and southern Africa.
Training Plan	A document laying out a structured program that ensures that protected area management staff receive adequate training.

PREFACE

Africa's future development may depend upon its rich biological resources. Many of these resources are safeguarded within the continent's extensive network of protected areas. These protected areas demand skilled management. The Protected Area Conservation Strategy (PARCS) was set up to assist the authorities charged with managing Africa's protected areas in ensuring that protected area managers have the skills they need to do their jobs effectively.

The PARCS project follows a logical sequence of steps. The project team first assessed training needs. Next, it sought out sources of appropriate training. Then the team began working in collaboration with relevant authorities to develop plans and processes so that effective training is accomplished, existing training opportunities are utilized, and long-term human resource development issues are addressed.

During Phase I, the PARCS team conducted an extensive assessment of training needs and opportunities among protected area managers in selected countries in eastern, central, and southern Africa. The methodology for this assessment departed from other training assessments in a number of ways.¹ First, it embraced a participatory approach in which the needs and priorities of African protected area managers were sought and heard. Second, the assessment identified specific, targeted training needs and then explored a wide range of opportunities that could help fulfill those needs. Finally, the assessment used structured data-gathering, enabling the project team to compare findings across countries and regions and facilitating the cross-fertilization of ideas and initiatives. A series of reports detail the assessment's findings in each country.² Summarizing the assessment's cross-regional findings is the function of this report. The

PARCS team is disseminating these findings to all participating protected area authorities.

During Phase II, the PARCS team has been working intensively with protected area authorities in selected eastern, central, and southern African countries to help develop training plans and processes and identify, test, and demonstrate innovative training techniques. Ongoing monitoring and evaluation will help PARCS participants manage their activities adaptively. Phase II is designed to help coordinate existing programs, increase communication among training institutions and other organizations, and create regional and cross-regional networks of protected area management professionals. To ensure cross-regional communication, collaboration, and coordination among project participants, a series of cross-regional workshops is being held in Africa. As it is recognized that many other African nations could contribute ideas and experience to this process, as well as benefit from the lessons generated by the project, PARCS includes nontargeted countries in these and other regional and cross-regional activities.

Thorough documentation is an integral part of the PARCS process. The lessons learned will be continuously disseminated to authorities across Africa. The goal of this dissemination is to inspire creative thinking and innovative training initiatives across the continent.

Taken as a whole, PARCS serves as a model that protected area authorities can learn from and adapt to their own situations as they begin to assess and meet the needs of their protected area managers. Through the analysis, dialogue, and partnership-building of Phase I, the PARCS project has already accomplished impressive results. What follows is a discussion of that work.

¹ The complete methodology used for the assessment is appended in the Annex to this report.

² Country reports may be obtained by contacting the organizations listed on page 82.





EXECUTIVE SUMMARY

Africa is home to a remarkable array of species and ecosystems—biodiversity that is critical to the lives of all Africans as a source of such essentials as food, medicines, and building materials. For decades, Africa has been striving to protect its biodiversity by establishing an extensive network of protected areas. This network constitutes one of the most important safeguards of the continent's biological diversity.

Africa's protected areas encompass all the continent's major ecosystems, including forests, savannahs, marine areas, and deserts. Africa's protected areas range in size from tiny parks such as Kenya's 192 hectare Saiwa Swamp National Park to massive ones such as Zaire's 3,656,000 hectare Salonga National Park, which contains the largest area of protected tropical moist forest in Africa.

The job of maintaining the integrity of Africa's protected areas rests on the shoulders of their managers. The titles these managers hold vary across the continent. Whether they are called regional officers, conservateurs, senior wardens, or wardens, their overall responsibility is essentially the same: they are the highest ranking decision-makers at a protected area.

Years ago, Africa's protected areas were generally pristine tracts of land, whose integrity was unthreatened. Today, these areas and the threats they face are changing rapidly. As many African countries experience economic downturns, for instance, national governments are considering the timber, minerals, and other valuable resources housed in many protected areas with an eye to extraction. As populations burgeon, citizens are beginning to encroach upon many protected areas to gain access to land, wood, plants, and animals they can use to fulfill their basic needs. And as some protected areas become sophisticated commercial enterprises, the unprecedented number of tourists creates human impacts such as water demands and waste disposal problems.

These changes mean that the skills required of protected area managers must also change. As always, protected area managers need a whole range of scientific and technical skills that enable them to manage the natural resources they are charged with protecting. They need to be able to manage their staffs, enforce laws, provide input on plans and policies, and help implement those plans and policies. Now more than ever, however, they also need to be spokespersons for protected areas. Protected area managers need to understand the needs, cultural practices, and rights of communities bordering protected areas. They need to interact effectively with these communities and, in many cases, work with residents on conservation and development activities. And they need to maintain a comfortable, safe environment for tourists and ensure that the revenue generated by tourism is collected and accounted for responsibly.

The PARCS assessment was designed to test a series of hypotheses about protected area managers and their jobs. The hypotheses included the following ideas:

- That protected area managers' jobs are becoming increasingly complex, requiring proficiency in an array of diverse skills;
- That the training protected area managers receive does not cover the breadth of skills required in their jobs;
- That training for protected area managers must be revamped to meet current needs; and
- That new training sources are available to be tapped.

The assessment set out to identify the skills protected area managers need to do their jobs effectively; determine which training needs protected area managers see as priorities; identify and assess the types, sources, amount, and frequency of the training protected area

managers currently receive; identify additional opportunities for training; and identify constraints to adequate and effective training.

The PARCS assessment found that nowadays, the average protected area manager must take on a long list of responsibilities:

- Ensuring the availability of a competent and well-motivated staff;
- Maintaining the area's infrastructure within budget;
- Overseeing financial and accounting procedures;
- Developing and implementing tactical plans and budgets and contributing to strategic planning;
- Ensuring that all activities comply with laws and regulations;
- Keeping visitors satisfied;
- Ensuring that required intervention programs are completed according to budget and timetable;
- Promoting harmonious relationships with neighboring communities;
- Being aware of research activities and facilitating research;
- Representing the protected area and its interests in public meetings; and
- Balancing resource conservation and use appropriately.

Protected area managers across Africa take this job seriously. They work hard to give their staffs a good work ethic, a commitment to conservation, and a positive attitude toward local communities. Most protected area managers are skilled in the technical aspects of wildlife management. Most are also skilled in the languages spoken in communities near their protected areas, which enhances their ability to resolve conflicts and promote good will.

Despite this high level of skill and effort, protected area managers experience difficulty in meeting some of the many demanding requirements of their jobs. In the PARCS assessment, managers were asked a series of

questions about their ability to fulfill their job requirements.

Most managers across eastern, central, and southern Africa felt that they needed the most training in the following three overall job responsibilities:

- Implementing intervention programs such as controlled burning, wildlife management and control, and vegetation management programs;
- Ensuring visitor satisfaction, including managing and controlling tourist activity and developing sustainable tourism programs with minimal impact on the environment; and
- Promoting conservation in local communities, such as working with local communities to promote sustainable natural resource management practices and resolving conflicts between protected areas and local communities.

That intervention emerged as a weak area came as a surprise since most traditional training programs for protected area managers target this subject. Managers may be anxious about their ability to perform in this area, however, as the complexity of wildlife management issues increases apace with the number of people living near protected areas. The emergence of visitor satisfaction and community-based conservation as special areas of concern was less surprising. Because tourism and integrated conservation and development are on the rise in much of Africa, managers feel the need to improve their performance in these areas.

The assessment also examined a broad range of knowledge skills that help protected area managers fulfill their various job responsibilities, such as technical, management, and legal skills. Managers across the continent felt that they most needed training in the following skills:

- Policies and procedures, such as





policies and procedures for protected areas and visitor policies and procedures;

- Planning, such as knowing how to develop staff plans and timetables, long-and short-term visitor plans, job plans, and community conservation plans; and
- Finance and accounting, such as bookkeeping, community finance, and fund disbursement.

In many countries, authorities are delegating new responsibilities to managers in the field. The result has been uncertainty about which policies and procedures to follow. Because planning, finance, and accounting are new responsibilities for many managers, they are anxious about these skills. As protected area managers' responsibilities increase, their skills must be strengthened.

Many protected area managers feel they lack basic technical and administrative skills. For example, many managers expressed a need for more training in techniques for undertaking biological inventories and collecting ecological data.

As the nature of activities undertaken within protected areas evolves, managers also need specialized skills in new areas. In Malawi, for example, the government has started to allow controlled harvests of selected resources within protected areas. Sustainable harvesting and community extension work demand specialized technical and managerial skills that managers' training may not provide.

The assessment also examined mental skills, such as problem analysis and comprehension, and social skills, such as oral and written communication. Managers most wanted to develop the following mental and social skills:

- Creativity, such as developing options to achieve plans and budgets in light of changing circumstances and designing or adapting interventions to meet specific needs;
- Problem analysis, such as determining the causes of poor staff performance, the failure to achieve

goals or keep budgets, or deviation from the intended results of interventions; and

- Evaluation, such as evaluating staff performance and determining why certain initiatives have succeeded or failed.

All of these skills are related. Essentially, managers identified a need to improve their ability to understand the causes of problems, develop and implement solutions to those problems, and evaluate the effectiveness of their actions. Again, this need may be a response to the decentralization trend that is giving more responsibility to protected area managers in many countries across the continent.

Recognizing what skills they need, protected area managers see training as the appropriate route to meet these needs. Today most of Africa's protected area managers receive training at the two leading institutions for formal training in wildlife management, the College of African Wildlife Management (CAWM) at Mweka in Tanzania and the Ecole des Spécialistes de la Faune in Garoua (EFG), Cameroon. Protected area managers across Africa generally place a premium on formal training because it often brings such benefits as salary increases and promotions. Nevertheless, the PARCS assessment suggests that formal training has not kept pace with the increasing demands of protected area managers' jobs.

Moreover, most of the training protected area managers receive occurs before they start their jobs. Very little retraining or midcareer professional development is available. Few protected area authorities develop or provide any short-term training for their staffs during their terms of service. Once they are hired, protected area managers generally receive training only sporadically, benefiting mostly from on-the-job training, such as receiving guidance from colleagues and supervisors or learning by doing.

Ideally, training should be provided throughout one's career. Training should not only equip individuals with the skills they need at entry level. It should also enable them to grow with their positions. As the duties and responsibilities of positions change, training

can give individuals the skills they need to continue to function effectively.

Most protected area authorities in Africa do not ensure that training occurs throughout their managers' careers. Few protected area authorities have training plans or a coherent system to ensure that all protected area management staff members receive adequate training. When plans do exist, they may just be a way of coordinating overseas training. In fact, training records often consist merely of lists of overseas training. Only a few authorities have training officers—individuals charged with planning, coordinating, and implementing training. The end result is that most protected area managers receive training only on an ad hoc basis.

As a result, many opportunities for providing low-cost training are lost. New staff members may have skills that they could pass on to their colleagues through in-house workshops or seminars. Staff members who receive donor-funded training overseas could conduct in-house sessions in which they transmit the skills they have acquired.

Outside sources could also provide appropriate in-service training. Local clerical schools or accounting firms, for example, could provide training in bookkeeping. Business schools or management consulting firms could teach personnel management. Hotelschools or tourism and safari companies could teach tourist management. Law schools or law firms could teach legal skills. Authorities rarely tap these resources.

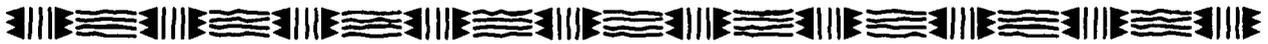
The findings of the PARCS assessment inspired several suggestions:

- Protected area authorities need to embrace the concept of training as a process that occurs throughout a protected area manager's professional career;
- Authorities need to develop training plans. These plans should be tied to job descriptions; the authorities should develop job descriptions if they do not already exist;
- Training officers should implement the training plans and maintain training records;

- Authorities should link training plans to an ongoing process of identifying training needs;
- Training officers should develop short, frequently repeated courses tailored to the specific needs of protected area staff;
- Authorities should take advantage of nontraditional training sources; and
- Existing training institutions should update their curricula.

Given these recommendations, Phase II of the PARCS project is focusing on helping authorities develop training plans and innovative, low cost, and appropriate training techniques to meet the needs of protected area managers in selected African countries. The project will also help participants from eastern, central, and southern Africa communicate and collaborate across regions as a way of spreading ideas and information about protected area management training.





CHAPTER I

AFRICA'S PROTECTED AREAS AND THEIR MANAGERS

Africa's protected areas embrace fragile coral reefs off the coast of Kenya, dense coastal mangroves in the Gambia, and tremendous freshwater lakes in Malawi. They contain vast tracts of tropical moist forest in Congo and Zaire. Powerful Victoria Falls in Zimbabwe and Zambia and the world-renowned wetlands of Botswana enjoy protected area status; so too the high montane areas of Ethiopia and the vast plains of the Serengeti in Tanzania.

The treasures found in Africa's protected areas are at once obvious and subtle. The flora and fauna include some of the world's most exotic and appealing species, which attract the attention of biologists, ecologists, photographers, hunters, birders, adventurers, and tourists. Africa's protected areas also contain countless species and ecosystems that escape global attention. While less dazzling than the vast herds of wildlife that are Africa's most popular attraction, these species and ecosystems have unquestionable value. They may be sources of food or medicine today or may provide the ingredients for future products or pharmaceuticals.

People both locally and internationally value Africa's protected areas. Nonetheless, there are forces undermining these areas. Economic crises force many African countries to harvest the riches of their protected areas, such as commercial hardwoods from tropical moist forests. High population densities in many African countries push people into protected areas, their slash and burn agriculture leading to soil deterioration. Poverty, compounded by irregularities in rainfall patterns in recent years, compels subsistence farmers to illegally harvest wood, hunt game, and graze cattle within protected areas. Civil unrest in some areas is causing refugees to utilize protected areas as sources of food, water and shelter. The rapid development of tourism in many countries is resulting in the overuse of certain resources. In recent years, conservationists have feared that Africa's protected areas are losing the battle against these threats.

WHO IS RESPONSIBLE FOR MANAGING THESE AREAS?

Any effort to bolster Africa's protected areas must

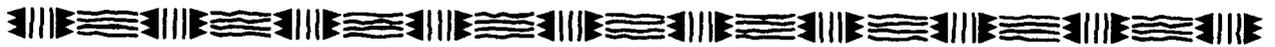
start by bolstering the authorities charged with managing these areas. In most cases, these authorities are governmental or parastatal agencies that maintain staff at central offices and in the field.

Although the protected area authorities have overall responsibility for managing protected areas, much of the weight of responsibility falls upon the man or woman who holds the highest managerial position in the field. That person—whether he or she is called a warden, regional officer, conservateur, senior warden, or another title—is often the one who makes the difficult day-to-day decisions that dictate whether the protected area will meet its goals.

A protected area manager's job description would give most professionals in other fields pause. Although protected area managers' primary responsibility is to manage the area's ecological base, that is just the beginning. Managers must also supervise the many individuals working within the protected area. They must deal effectively with the public, both tourists and local residents. They must account for all monies generated and disbursed. They must make timely decisions about interventions such as controlling problem animals and the burning of grasses. They must ensure that the area's infrastructure is adequately maintained. And they must enforce all policies, procedures, and laws. Protected area managers need to be trouble-shooters, to think on their feet. The skills that they need range from technical wildlife skills to business skills such as planning, management, accounting, and finance. Managers need to be able to analyze a problem, develop a creative solution, and communicate the course of action effectively.

There is no typical protected area manager. Their education, experience, and working conditions vary from country to country and from authority to authority. In Malawi, for example, protected area managers typically hold university degrees. In Congo, for example, a number of protected area managers have not received any schooling beyond primary school and have not received any training in protected area management.

Most protected area managers are men, but some are women. One female protected area manager in



Zambia participated in the Protected Area Conservation Strategy (PARCS) assessment. A graduate of the College of African Wildlife Management at Mweka, she commands the respect of her colleagues by being articulate, thoughtful, self-assured, and well-versed in wildlife management techniques and certain community conservation issues.

Most protected area managers are hard working, some exceptionally so. The late Conservateur en Chef of the southern sector of Zaire's Virunga National Park was utterly dedicated to conservation and indefatigable in his efforts to develop tourism in a way that was controlled, sustainable, and minimally disturbing to the animals and their habitat.

Most protected area managers are well-armed with technical wildlife management skills. Some already have the social science skills that the job increasingly demands. Park wardens at Uganda's Lake Mburo National Park, for instance, have tried diligently to redress hostilities between park authorities and neighboring pastoralist communities by creating a community conservation unit in the park, working with the park's neighbors to establish a mutually agreed upon park boundary, and engaging in delicate negotiations to persuade illegal squatters to relocate outside the park.

WHAT ARE THE CONSTRAINTS?

Africa's protected area managers and the institutions in which they work face many challenges. Limited funds mean that employees are ill-paid, materials are in short supply, and the purchase and maintenance of equipment and infrastructure are handicapped. These tight budgets lead many people to view protected area management as less important than other areas of government work. Because many people consider rural areas to be backward and unsophisticated, jobs in the field are least prestigious and trained staff often gravitate toward positions at headquarters. In Congo, for example, graduates of the Ecole des Spécialistes de la Faune in Garoua usually end up in directorate-level positions in the capital city and never apply their training in the field.

The way decisions are made is another problem. Protected area authorities typically have a highly centralized decision-making structure. This centralization means that protected area managers must often obtain authority from headquarters on all but the most trivial tasks. The more sensitive the

issue, the more likely it is that a higher authority must intervene in decision-making. This hierarchy encumbers expedient handling of problems. Because the infrastructure linking urban and rural areas is generally not well developed, communication between headquarters and the field is often poor and the exchange of information severely hampered.

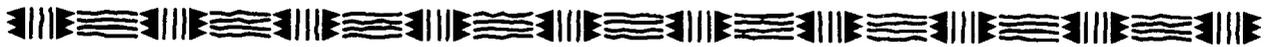
Compounding these problems is the fact that coordination and communication between research and management is limited. In many protected area management authorities, managers have little understanding of the research taking place in their areas. Because most research is undertaken by universities, focuses on single species, and has a theoretical bias, the information generated may not be directly applicable to management decisions. It may not even be available. In many cases, researchers share the information they collect only with their universities, not local agencies. Although applied research has recently moved to the forefront, this work is still largely the domain of external researchers, not departmental employees.

Perhaps the greatest constraint to effective management, however, is the fact that most protected area managers are simply ill-prepared to handle the complexity of their jobs. The skills they enter their jobs with are not necessarily all of the skills they need, and opportunities for further skill-building are limited. This lack of proper training severely hampers protected area managers' effectiveness.

To design the PARCS assessment, members of the conservation community developed several hypotheses about the state of protected area management in Africa today. The hypotheses included the following ideas:

- That protected area managers' jobs are becoming increasingly complex, requiring proficiency in an array of diverse skills;
- That the training protected area managers receive does not cover the breadth of skills required in their jobs;
- That training for protected area managers must be revamped to meet current needs; and
- That new training sources are available to be tapped.

What follows is a brief description of the PARCS project and a summary of the cross-regional findings of the assessment that was designed to test these hypotheses.



CHAPTER II

THE PARCS ASSESSMENT

A request to provide training for five guards in a Botswana park sparked the idea behind the Protected Area Conservation Strategy (PARCS). This request was consistent with the pattern of ad hoc training both donors and protected area authorities have fostered across the continent. In most African countries, neither international funders nor protected area authorities themselves have systematically assessed what skills protected area staff need most. Consequently, coherent strategies for addressing training needs are few and far between on the national level and virtually nonexistent on the regional and cross-regional levels. With these thoughts in mind, the training of the five guards gave way to a more comprehensive assessment of training needs and opportunities across the entire continent.

WHO SHOULD DO THE ASSESSMENT?

It was decided that inviting individuals or groups not affiliated with any protected area authority to conduct the assessment would maximize the assessment's objectivity. Nongovernmental organizations (NGOs) active in African conservation offered the kind of experienced but objective perspective the exercise required. Three NGOs were invited to implement the assessment: African Wildlife Foundation (AWF) in eastern Africa, Wildlife Conservation Society (WCS) in central Africa, and World Wildlife Fund (WWF) in southern Africa. All three organizations have long-standing experience in the field of African conservation, especially in the designated regions. By facilitating collaboration among the three groups, it was anticipated that the PARCS process would spread the lessons learned from the NGOs' existing projects in the field and the expertise of their staff members.

COUNTRY BY COUNTRY OR A PAN-AFRICAN PERSPECTIVE?

Protected areas dot the African continent. No matter where a protected area is located, its management requires many similar skills. The unique characteristics of some areas, however, demand site-specific skills. A continent-wide assessment could reveal which skills managers across the continent need and which areas generally lack such

skills. Because the PARCS team could not find an assessment of trends across a region or regions, they decided to draw data from as many African countries as possible. They wanted to highlight regional or cross-regional needs for donor or protected area authority collaboration. They also wanted to find areas that have met specific needs that could serve as models for other countries on the continent.

WHO IS THE APPROPRIATE TARGET?

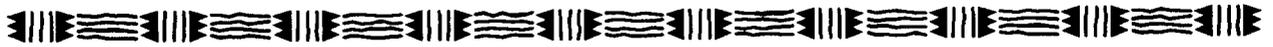
The PARCS team understood that across Africa the real work of implementing policies, carrying out management plans, dealing with the public, and enforcing rules and regulations falls upon the person occupying the highest managerial level in the field. In some countries this person is a warden, in others a regional officer, in still others a senior warden. The PARCS project encompasses all of these people in the term protected area managers.

Past assessments of training needs in Africa have largely overlooked this layer of management. In fact, the vast majority of past assessments have focused on game guards, who simply carry out the directives of protected area managers. In contrast, the PARCS team sought to fill the information gap by focusing on the individuals who make critical management decisions on a day-to-day basis: protected area managers.

WHAT NEEDS TO BE ASSESSED?

Steering future training efforts away from the ad hoc approach and toward a carefully targeted training strategy demanded a complete assessment of training needs, priorities, opportunities, and constraints. Together with the Biodiversity Support Program (BSP), AWF, WCS, and WWF designed an assessment that included the following elements:

- Identifying the skills protected area managers need to do their jobs effectively;
- Determining which training needs protected area managers see as priorities;
- Identifying and assessing the types, sources,



amount, and frequency of the training protected area managers currently receive;

- Identifying additional opportunities for training; and
- Identifying constraints to adequate and effective training.

clearly the job's main responsibilities and the array of specific skills required for each responsibility (see Figure 1). The Annex to this report contains a copy of the complete questionnaire.

The PARCS questionnaire divided the skills a protected area manager needs to meet the job's responsibilities into knowledge skills, mental skills, and social skills, as follows:

THE PEOPLE INVOLVED

The three implementing NGOs designated regional managers to conduct the training needs and opportunities assessment in the field. The regional managers were: Deborah Snelson of AWF, Annette Lanjouw of WCS, and Michael Dyer of WWF. These three individuals worked directly with hundreds of protected area staff across Africa.

THE TRAINING NEEDS ASSESSMENT

The PARCS team developed a questionnaire in matrix form to help them assess the skills effective protected area management requires, determine the level of skills protected area managers currently have, and identify the sources of managers' training. The team adopted the matrix approach because it is an efficient and practical way to present the job description of a protected area manager, displaying

• Knowledge Skills

- Technical
- Management
- Planning
- Legal
- Policies and procedures
- Finance and accounting

• Mental Skills

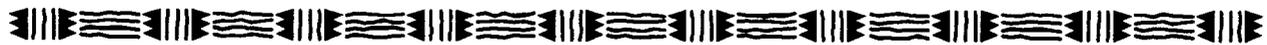
- Comprehension
- Problem analysis
- Creativity
- Evaluation

• Social Skills

- Oral communication
- Written communication
- Working with others

Figure 1. The Layout of the Questionnaire

Main Divisions of the Job	Knowledge Skills	Mental Skills	Social Skills
Ensure availability of a competent and well-motivated staff.			
Ensure appropriate infrastructure within budget.			
Ensure financial and accounting integrity of the protected area.			
Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning.			
Ensure that all activities within the protected area comply with laws and regulations.			
Ensure optimum levels of visitor satisfaction.			
Ensure agreed intervention programs are completed to budget and timetables.			
Ensure harmonious relationships with neighboring communities.			
Be aware of research activities and progress against plan.			
Represent the protected area and its interests in public meetings.			
Ensure an appropriate balance between resource conservation and use in the protected area.			
Training Received			



The questionnaire's format allowed protected area managers to compare outside assessments of the skills their jobs require with their own perceptions of the skills required and to indicate what skill levels they believed themselves to possess. Supervisors, research officers, and other relevant individuals also assessed managers' skill levels, which gave the project the ability to cross-check the data collected.

The next step was to determine instances in which the skill levels required exceeded the skill levels managers had actually attained, indicating a training need. The questionnaire's format allowed the PARCS team to extract, compare, and analyze data across and within the three regions of Africa. The questionnaire also collected qualitative data, including the training managers had received, their facility with local languages, and their computer skills. Workshops and one-on-one discussions

augmented the information the questionnaire captured.

Because the assessment strategies were developed in concert with the appropriate authorities in each country, the methods for acquiring information varied from country to country (see Boxes 1, 2, and 3 for descriptions of the needs assessments in Malawi, Congo, and Uganda).

A strength of the training needs assessment is that it is not just a means of gathering information but can also be used as a training tool in and of itself. The process of leading a protected area manager through the questionnaire often leads to stimulating discussions about important issues in protected area management. Each participant was allowed to keep a copy of the questionnaire so that he or she can refer back to it and even use it to guide future work. Many protected area managers reported

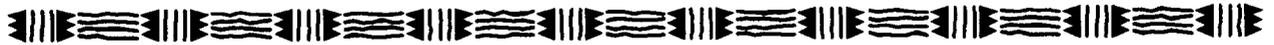
Box 1. Michael Dyer, Regional Manager for Southern Africa, on the Training Needs Assessment in Malawi

Malawi was the first of the PARCS countries in which the questionnaire was tested, and there was a good reason for that. I had previously worked in Malawi's Department of National Parks and Wildlife for three years, so we predicted that getting PARCS underway there would be simple and straightforward. That, in fact, proved to be the case. Testing the questionnaire under field conditions was important. We needed to find out how easy or difficult it was for respondents to understand what the questionnaire was trying to achieve and whether there were any serious omissions in the array of data needed to fully address the assessment's objectives.

Since I was familiar with Malawi's protected area system and knew some of the protected area managers personally, I decided to interview all of the respondents individually and to be present while they completed their questionnaires. I visited all five national parks and two of the four game reserves to interview protected area managers and, where possible, research officers. At each interview I explained that the information given would be treated confidentially and would be pooled to indicate general trends in training needs rather than the training needs of individuals. I had to impress upon the participants that they would not benefit in any way by inflating their skill levels and that deflating their skill levels would not bring them extra training. I also had to allay respondents' fears that if they indicated low skill levels the information would be used against them.

Each interview, including the questionnaire's completion and a post-questionnaire discussion, took between one-and-a-half to two hours. The interviews were significant since this was the first time in many of the respondents' careers that they had undertaken any form of self-evaluation. The questionnaire helped respondents realize that their responsibilities are enormous and extend far beyond their often casually defined job descriptions. Looking at the job description set out in the questionnaire also prompted many respondents to wonder if different countries place different emphases on protected area management; they thought that Malawian protected area managers could benefit from meeting and exchanging views and experiences with colleagues in the region. Interestingly, the respondents were less concerned about what was going on in the most "different" protected areas, such as the lowland forests of Zaire or Gabon, and most interested in what was going on in areas in Zambia and Mozambique which they perceived as similar to those under their responsibility.

All respondents felt that their job demanded formal training in the form of a university degree or a certificate or diploma from a wildlife training institute such as the College of African Wildlife Management at Mweka. However, they showed no hesitation in acknowledging that on-the-job training was more useful once they were in the field. They felt that the authorities did not pay enough attention to their "professional development" and should establish regular in-service training. I was gratified that the individual interviews produced such consistent views. Although a workshop approach might have produced the same outcome, participants might not have been so forthcoming in the presence of their colleagues.



Box 2. Annette Lanjouw, Regional Manager for Central Africa, on the Training Needs Assessment in Congo

Congo has large and remote protected areas. Internal flights are rare and often cancelled or postponed indefinitely. Roads are poorly maintained and demand long days of travel. In order to talk about training issues with a maximum number of protected area managers and give them an opportunity to speak with one another, I decided to organize a workshop in Brazzaville. A total of 29 people from the Ministry of Water, Forests, and Fisheries and the newly created Ministry of the Environment attended the workshop. A large proportion of the participants were field-based managers.

The workshop lasted two days. On the first day, I introduced and explained the questionnaire and the participants completed it. On the second day, we discussed the questionnaire in great detail. We also talked about the meaning of training, issues linked to training and performance, and constraints to effective protected area management.

Participants were concerned about the serious lack of well-trained and qualified people in the field. They said that people often see a job in the field as a career dead-end; therefore, most people qualified in natural resource management try to secure positions at the ministerial or departmental headquarters in Brazzaville. They said that people in the field are there either because they are linked with donor-funded projects or because they have no other choice. Field-based managers are often former guards who have been promoted to managerial positions with little, if any, additional training.

However, participants also noted a new trend toward decentralization. In coming years, authorities will post increasing numbers of staff to regional headquarters as "Directeurs Régionaux des Eaux et Forêts" and their support teams. One problem with this trend is that while people with field experience lack adequate training in decision-making, planning, and policy, people with training in these areas lack field experience and the technical skills protected area management requires.

By the end of the second day, it was clear that participants believe that training could significantly boost their job performance. Their training programs had not covered many of the skills we discussed. They felt that training was necessary at all levels of the ministerial and departmental hierarchy and crucial at the level of protected area managers in the field.

Neither the questionnaires alone nor one-on-one interviews would probably have revealed all of the issues the workshop raised. In addition, the workshop gave the field-based staff an opportunity to express their opinions and concerns in a forum that included both higher level directorate staff and headquarters personnel who might be posted to the field in the future. The discussions prompted comments that were candid and pointed, which enabled us to venture onto topics that had not been planned.

Box 3. Deborah Snelson, Regional Manager for Eastern Africa, on the Training Needs Assessment in Uganda

Unlike most of the countries in the PARCS project, Uganda has not one but three protected area authorities: the Uganda National Parks, Uganda Game Department, and Uganda Forestry Department. This meant that there were a lot of protected area managers spread throughout Uganda whom I needed to contact.

I wondered whether each authority would have the same training needs and how I could help make each authority's protected area managers aware of their common needs. I also wondered whether any protected area managers were receiving training that would be useful to others if made more widely available.

At the time of my survey in March 1993, I knew that there was a proposal to merge the National Parks and the Game Department into a new agency, the Uganda National Parks and Wildlife Service. Still unresolved was the question of which authority would take charge of the three forests proposed for national park status. Clearly the roles and functions of many of the protected area managers could change in the very near future.

After talking to the heads of the three authorities, I decided that my main approach would be to run a joint workshop with protected area managers from National Parks, the Game Department, and the Forestry Department staff in charge of the "forest parks." In addition, I invited each authority's director of field operations, researchers from within the authorities, protected area managers currently working as trainers, and colleagues from the various nongovernmental organizations and donor agencies providing support to protected area management in Uganda. There were about 30 of us in all.

The workshop proved to be very successful. Annette Lanjouw travelled with me to Uganda to help facilitate the workshop and answer questions as participants completed the questionnaires. Once the questionnaires were finished, we divided the participants into three working groups representing the three authorities to give



people an opportunity to discuss specific training needs. A plenary discussion revealed the commonalities and differences. We then discussed what training opportunities available in Uganda participants could draw upon to address their needs. We gave the protected area managers additional questionnaires to take back to their parks for their assistants to complete.

The next day we held a workshop for the Forestry Department's district forest officers. With its new emphasis on nature conservation, the Forestry Department has been conducting an in-service training program for its staff. I took advantage of one of these training sessions to administer the PARCS questionnaire. Three of the participants were from Nyabyeya Forestry College and were particularly interested in the findings of the PARCS project since they were developing the new in-service training curriculum.

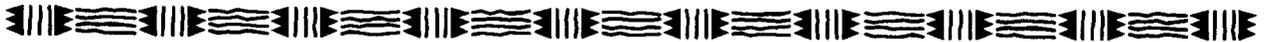
By using a workshop to survey Uganda's protected area managers, I missed an opportunity to visit them at their sites and perhaps see for myself some of the constraints under which they work. Fortunately, I have visited many of the parks on other occasions. I did feel that there was a tremendous advantage in having participants see that there are common training needs across authorities, in having a general discussion about ways these needs might be addressed, and in generating a consensus that structured in-service training in the form of short courses could be applicable at a national level.

that the questionnaire influenced the way they perceive their jobs and their role in the effective management of their area.

THE TRAINING OPPORTUNITIES ASSESSMENT

A less structured assessment of training opportunities complemented the training needs assessment. The PARCS team conducted surveys to learn more about the training protected area managers currently receive and to identify potential sources for further training. The survey asked institutions that currently provide training to identify the technical fields they cover, length and frequency of programs, degrees conferred, admission requirements, pedagogical methods, number of students, and number of trainers. The team also collected evaluations and reports on the training sources.

In some countries, the PARCS team sought alternative sources of training that could address the needs identified. They took special pains to identify training sources that are cost-effective, efficient, local, culturally sensitive, and appropriately scaled. The team explored sources such as professional associations, employers' associations, consulting firms, universities, trade associations, accounting firms, government institutions, tour and travel companies, hotels and hotel training schools, national institutes of management, law societies, and business management institutes. They asked each source whether it was able to provide in-service training to protected area managers and whether it would be interested in doing so.



CHAPTER III

TRAINING NEEDS

The assessment included more than 200 protected area managers working for 20 protected area authorities in 16 countries. The project carried out in-depth assessments using site visits and the complete PARCS methodology in 13 countries. The project also conducted limited assessments in two additional countries, using selective questionnaire mailings, telephone interviews, and literature searches to collect baseline data. Finally, only a training opportunities assessment was conducted in one country. See Figure 2 for a complete illustration of the countries included in the assessment.

The training needs assessment derived its data primarily from the questionnaire and interviews. The PARCS team extracted quantitative data from questionnaire responses and used Statistical Package for the Social Sciences (SPSS), PC Version 4, to analyze the information. Qualitative data from the interviews supplemented the quantitative findings. Table 1 shows the number of questionnaires participants completed in each country.

JOB DESCRIPTION

One of the first questions posed to protected area managers was whether they would change, add, or delete any of the responsibilities outlined in the questionnaire's model job description (see Figure 1). Protected area managers across Africa generally agreed that the job description reflected their actual activities. Managers in some countries, however, noted variations in roles and responsibilities.

In Botswana, for example, the Department of Wildlife and National Parks is set up in such a way that protected area managers in the Division of National Parks and Reserves focus less on management, conservation, research, and utilization than their colleagues in other countries. Because the department assigns these responsibilities to other divisions such as the Division of Wildlife Management and Utilization and the Division of Research, Botswana's protected area managers are responsible for visitor management and not much else.

Table 1. Number of Questionnaires Completed by Country

Eastern Africa		Central Africa		Southern Africa	
Ethiopia	13	Burundi	11	Botswana	11
Kenya	37	Cameroon	7	Malawi	16
Somalia	4	Congo	29	Zambia	8
Tanzania	46	Rwanda	5	Zimbabwe	12
Uganda	83	Zaire	16		

In Mozambique, a limited assessment involving interviews only was conducted. In South Africa, only training opportunities were surveyed.

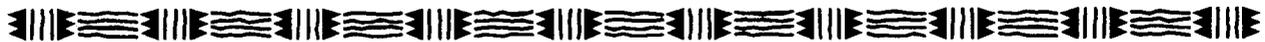
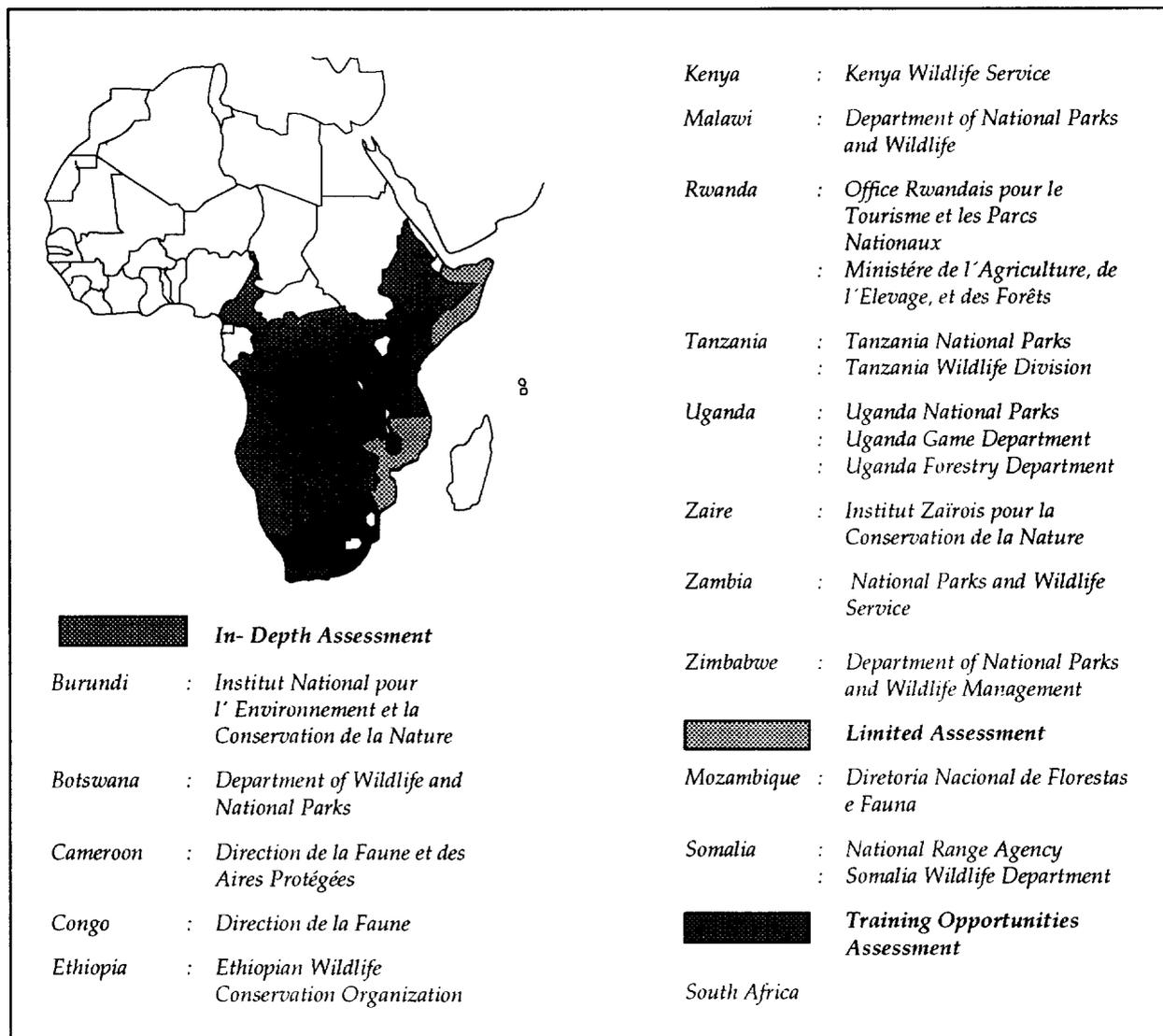


Figure 2 : Countries Assessed During PARCS Phase I



In Ethiopia, the main function of protected area authorities is maintaining the natural environment so it can support its human population. Although the country considers tourism a welcome by-product of conservation, it is not a high priority and is not well-developed. As a result, Ethiopia's protected area managers did not all agree that ensuring visitor satisfaction should be considered a main division of their jobs.

In Central Africa, protected area managers expressed a similar concern. Although managers in this region generally take on the whole array of responsibilities outlined in the questionnaire, not all protected areas have tourism programs. Many of the managers from areas that rarely receive visitors consequently felt that providing tourist services should not be part of their job description.

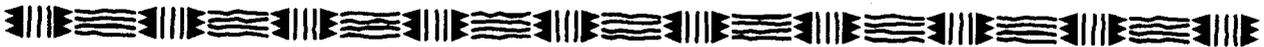
DEDICATION

The assessment revealed that protected area

managers across Africa take their jobs seriously. They work hard to instill a good work ethic and a commitment to conservation in their staffs. They also make concerted efforts to encourage positive attitudes toward local communities (see Box 4).

Protected area managers use a wide variety of skills. Many are highly competent in the technical skills needed for wildlife management. Some have also acquired specialized skills such as finance and accounting or extension techniques for working with communities.

Most speak local languages. This is no small feat since Africa boasts an enormous number of local languages. Cameroon alone is home to more than 200 languages. Protected area managers are increasingly involved in community issues, often resolving conflicts between protected areas and their neighboring communities. As a result, communicating effectively in local languages is an increasingly important skill.



Box 4. Attitude Responses

Protected area managers must be leaders who encourage their staffs to work as teams and to take their own roles in protected area management seriously. Therefore, the assessment asked protected area managers how they instill a good work ethic, a commitment to conservation, and positive attitudes towards local communities in their staffs.

Protected area managers use the following techniques to instill a good work ethic:

- Acting as an example of hard work and dedication;
- Referring to administrative regulations concerning conduct during staff meetings and seminars;
- Giving staff the training and tools they need to perform efficiently; and
- Acknowledging good work and constructively criticizing bad work.

Protected area managers use the following techniques to instill a commitment to conservation:

- Conducting regular refresher courses on conservation ethics to emphasize conservation's value;
- Showing dedication to national, regional, and local conservation objectives;
- Participating in conservation-related activities with school groups and wildlife clubs; and
- Emphasizing conservation's importance to human needs.

Protected area managers use the following techniques to instill positive attitudes toward local communities:

- Accepting the validity of community participation in protected area management;
- Maintaining dialogue with local communities and getting staff involved in keeping communities up-to-date on developments in the area's conservation;
- Seeking ways to provide tangible benefits to communities without jeopardizing conservation objectives; and
- Listening to community residents and demonstrating a willingness to understand their problems.

AREAS OF WEAKNESS

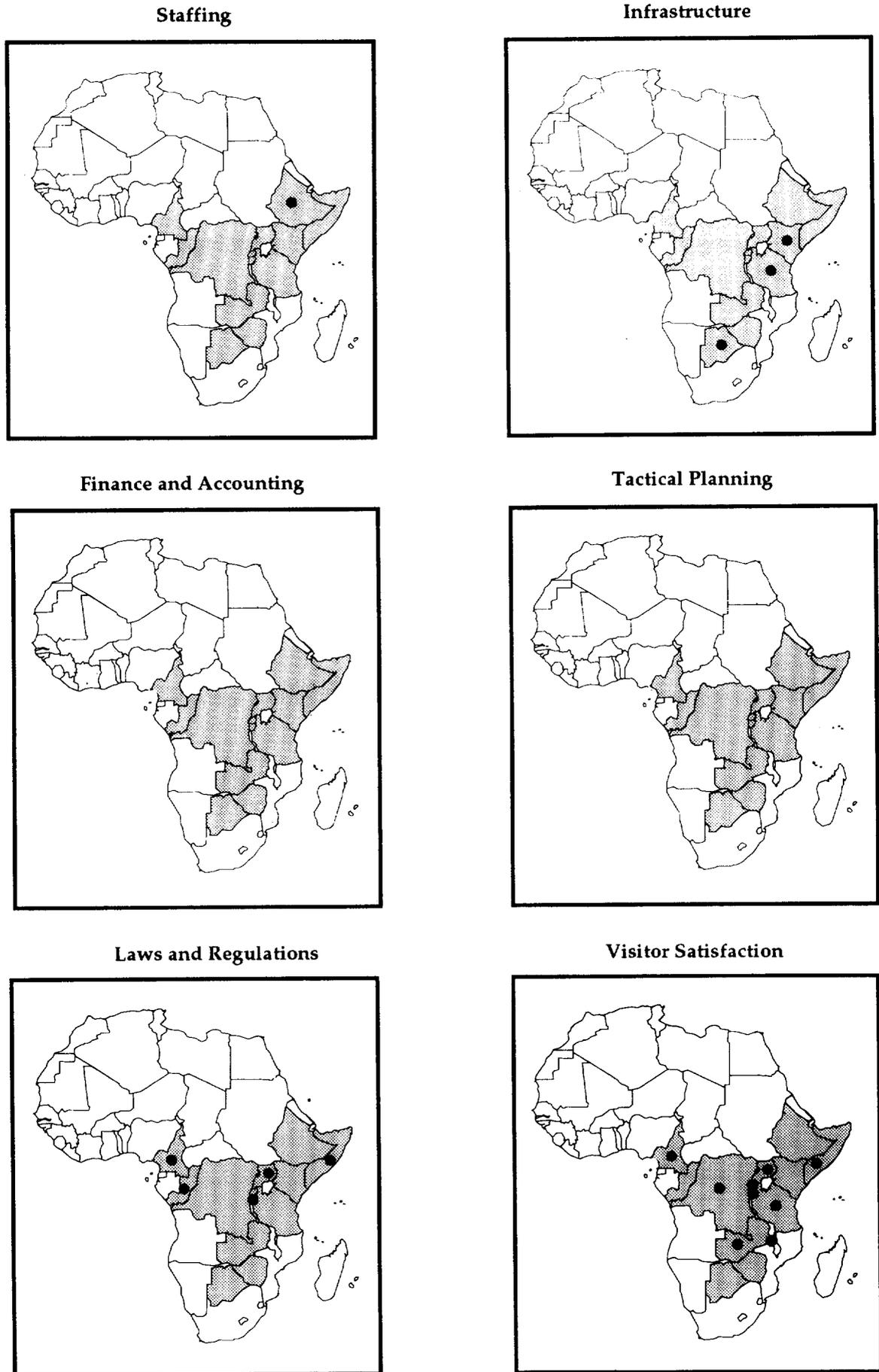
While Africa's protected area managers tend to be hard working and skilled, they lack specific skills in many areas. The PARCS project first assessed areas of weakness in terms of the main divisions of a manager's job (see Figure 1). The project found that most managers felt weakest in three areas:

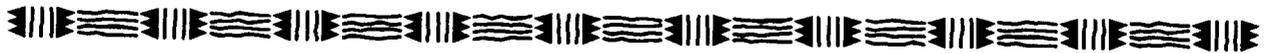
- Implementing intervention programs, such as controlled burning, wildlife management and control, and vegetation management;
- Ensuring visitor satisfaction, such as managing and controlling tourist activity and developing sustainable tourism programs with minimal environmental impact; and
- Promoting conservation in local communities, such as working with local communities to promote sustainable natural resource management and resolving conflicts between protected areas and local communities.

See Figure 3 for maps showing each country's highest priority training needs by main job divisions.

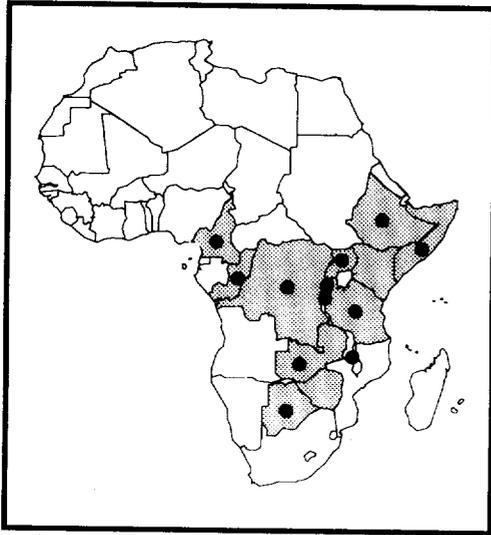


Figure 3 Priority Training Needs by Main Job Division

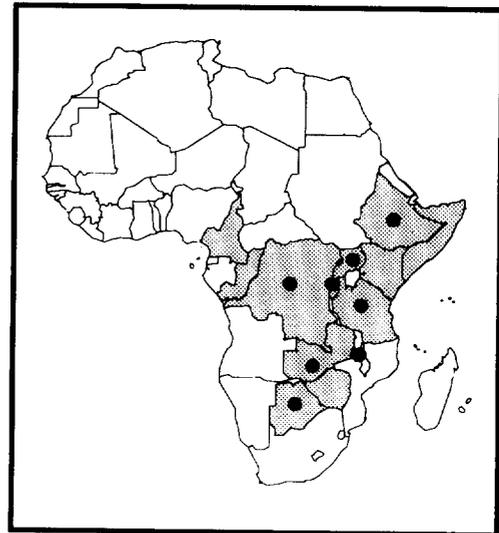




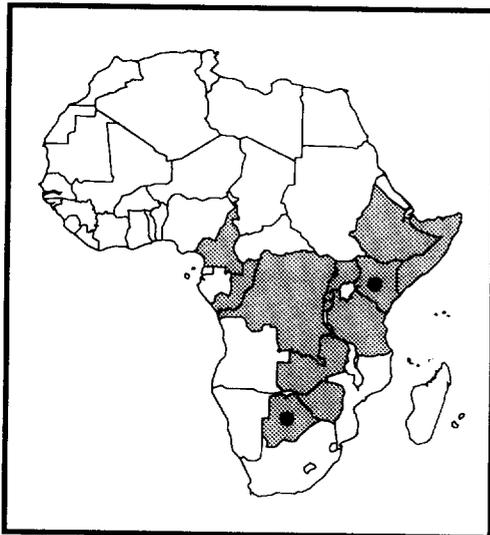
Interventions



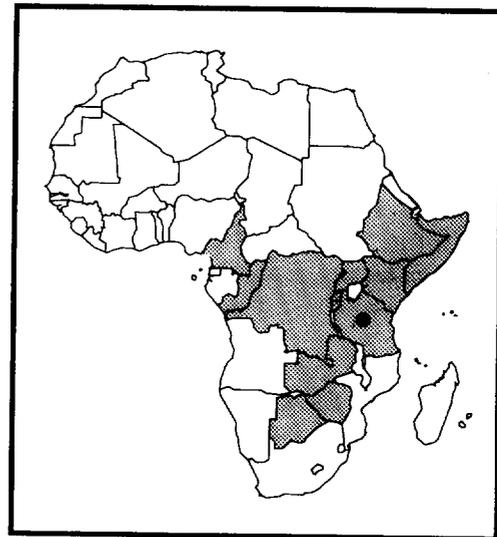
Community Relationships



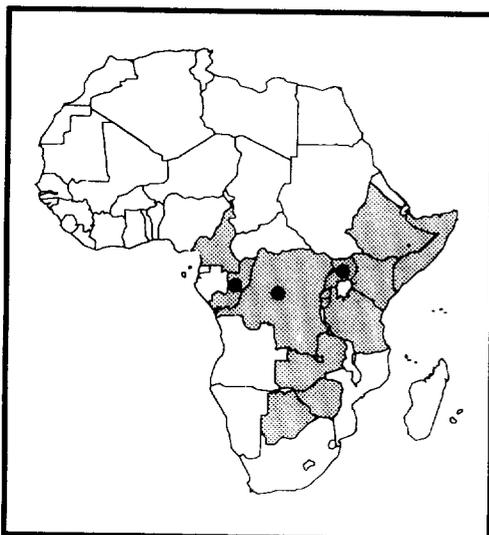
Research



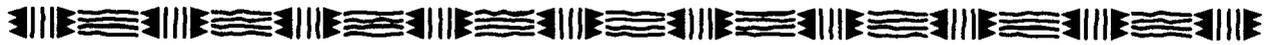
Public Relations



Resource Conservation



This main job division was not on the questionnaire completed in Malawi.



Implementing Intervention Programs

That implementing intervention programs emerged as a weakness came as quite a surprise. The PARCS team had assumed that protected area managers would be well-versed in such activities since they are part of classic wildlife training. The team had predicted that managers would have more trouble in emerging areas such as community-based conservation, since they are far less likely to have received training in such areas.

According to protected area managers, however, intervention is a growing concern. As the number of people living in communities around protected areas increases in many countries, animals and humans interact more frequently. Managers are therefore having to solve wildlife problems more frequently.

Malawi is a case in point. A lack of effective buffer zones means that cultivation is edging right up to park and reserve boundaries. Animals, including birds, are constantly venturing across protected area boundaries onto community farmland. As humans and animals interact with greater regularity, protected area managers must cope with problems such as crop damage and attacks on humans more and more often. These problems are not unique to Malawi. Protected area managers across the continent face similar problems.

Because animal interventions affect people's lives and livelihoods, they often require sensitive solutions. Protected area managers must often refer the problems to central headquarters. Consequently, protected area managers also typically lack the opportunity to build the analytical skills they need to handle these problems themselves.

Ensuring Visitor Satisfaction

Most African nations recognize that a well-run tourism industry can generate significant revenue. Hence, many countries are rapidly trying to expand their tourism sectors. Cameroon, for example, has made a big effort to expand what is already a relatively well-developed tourism industry. In Uganda, the industry is rebounding now that the government has restored political and economic stability.

As a result, ensuring visitor satisfaction is fast becoming one of protected area managers' key concerns. In countries where the tourism industry

is growing or is expected to grow, protected area managers rate competency in accommodating tourists as a very high priority. Managers in these countries report a great deal of interest in building their capacity to handle the new responsibilities associated with accommodating visitors and managing visitor services. In countries with long traditions of tourism, however, managers are better prepared for tourism management. Managers in Kenya and Zimbabwe, for example, do not identify tourism as a priority training need.

Promoting Conservation in Local Communities

Across Africa, skills related to community-based conservation emerged as a high priority training need. As more and more protected area authorities engage in community-based conservation activities, more managers need training. In Uganda, for example, the country's stabilization and economic growth mean that protected area authorities are able to fulfill their mandates more often and more comprehensively. As a result, managers have a growing awareness of the need to integrate resource conservation and community use.

As Table 2 indicates, most of the protected area management authorities that participated in the PARCS assessment engage in community conservation activities at some level. Some have initiated pilot activities in community conservation. Others have established community conservation services. Still others have entities outside of the protected area authority that implement community-based conservation activities.

A few countries did not consider training in community conservation a priority. Burundi, for example, has the most progressive community conservation service among the central African countries participating in the assessment. Burundi's protected area managers, therefore, have already acquired skills in this area through on-the-job training and actual experience with community-based work.

Zimbabwe is another country that did not rank community conservation as a high priority training need. Under its Communal Areas Management Programme for Indigenous Resources (CAMPFIRE), district councils have the authority to manage wildlife on communal lands. Community-based conservation, therefore, is outside the direct purview of protected area managers.



Table 2. Community Conservation Activities

Country	No Community Conservation Activities	Pilot Activities in Community Conservation	Community Conservation Service	Community Conservation by External Agency
EASTERN AFRICA				
Ethiopia	•			
Kenya			•	
Somalia	•			
Tanzania National Parks			•	
Tanzania Wildlife Division		•		
Uganda Forestry Department		•		
Uganda Game Department		•		
Uganda National Parks		•		
CENTRAL AFRICA				
Burundi			•	
Cameroon		•		
Congo		•		
Rwanda		•		
Zaire		•		
SOUTHERN AFRICA				
Botswana		•		
Malawi		•		
Mozambique	•			
Zambia			•	
Zimbabwe				•

Authorities are named if more than one was assessed in a given country.



Laws and Regulations

Regional variations appeared as protected area managers ranked their weaknesses. Managers in eastern and southern Africa, for example, felt confident about their ability to ensure that all activities within their protected areas comply with laws and regulations. Managers in central Africa, however, ranked compliance ahead of community conservation as a major weakness. Because protected area authorities in this region provide inadequate briefings on regulations, managers often do not know the regulations and therefore find it difficult to enforce them. Learning what the laws and regulations are and how to enforce them is a top priority for managers in this region.

Individual countries also had specific weaknesses. The Uganda Forestry Department, for instance, is changing its emphasis from plantation forestry to nature conservation. This shift will result in new zoning plans for the forest reserves and changes in access and concession rights. Protected area managers in the Uganda Forestry Department, therefore, ranked training in these new laws and regulations as a top priority.

Finance and Accounting

Interestingly, when protected area managers looked at main divisions of the job, they did not identify finance and accounting as an area of greatest weakness. Many authorities hire junior wardens specifically to work on accounts. As we will see in the next section, however, protected area managers do need skills in finance and accounting for many other parts of their job. When specific skill needs were assessed, the team found managers lacking in these skills.

The assessment examined a broad range of skills that help protected area managers fulfill their various job responsibilities. A summary of the findings by skill type follows.

KNOWLEDGE SKILLS

Knowledge skills include the ability to handle technical, management, and legal activities. The assessment found that protected area managers across the continent have priority training needs in the following knowledge skills:

- Skills associated with policies and procedures such as knowing national and

institutional policies and procedures for protected areas, and visitor policies and procedures;

- Planning skills such as knowing how to develop staff plans and timetables, long- and short-term visitor plans, job plans, and community conservation plans; and
- Financial and accounting skills such as community finance and fund disbursement.

See Figure 4 for maps showing each country's highest priority for training in knowledge skills.

Policies and Procedures

Policies and procedures vary from one country to another and from one protected area to another. Senior decision-makers are usually responsible for developing an organization's policies and procedures. Nevertheless, protected area managers need to be fully aware of the many policies and procedures that affect the management of their protected areas.

Policies and procedures are changing rapidly in many countries, creating uncertainty among protected area managers about which rules they must follow. Uganda National Parks, for example, recently devolved major responsibility to its wardens in charge of national parks. With this new responsibility come many new policies and procedures. Similarly, Kenya Wildlife Service is undertaking a major development project that is continuously prompting new policies and procedures.

Even when policies and procedures remain unchanged, they may not be clearly articulated or readily accessible in a handbook or manual. When handbooks are available, they are sometimes out of date.

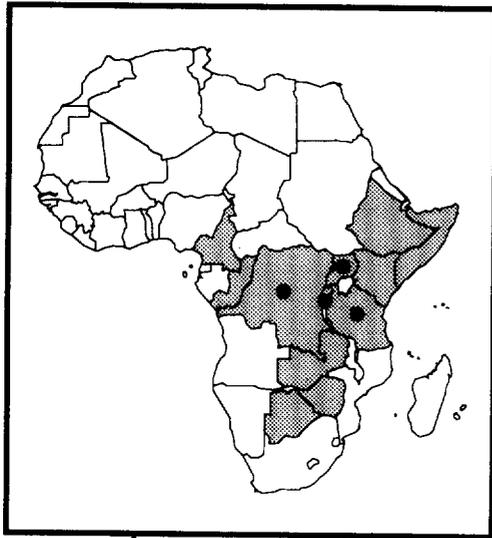
Planning Skills

Effectively managing a protected area authority requires many levels of planning, ranging from strategic planning at the headquarters level to day-to-day planning at the park level. In many protected areas, however, managers see planning as a separate activity undertaken by a discrete staff section. This perception is changing in many places, however, as authorities delegate more and more planning responsibility to managers. In both Tanzania Wildlife Department and Tanzania National Parks,

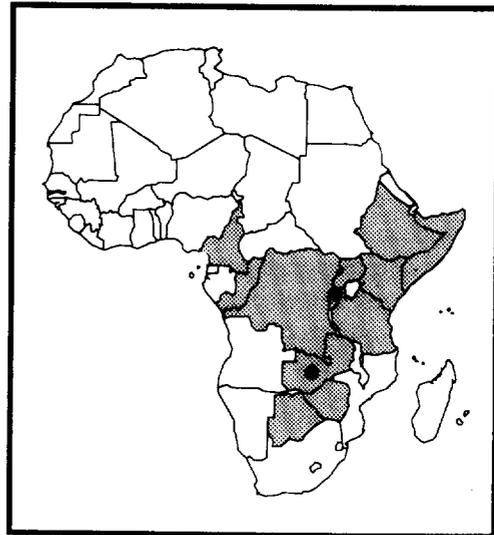


Figure 4 Priority Training Needs in Knowledge Skills

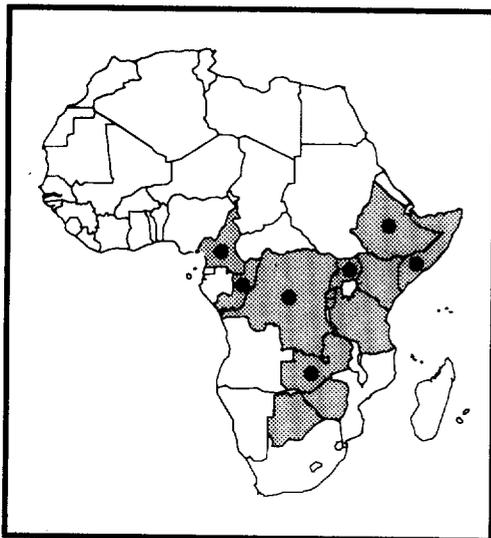
Technical Knowledge



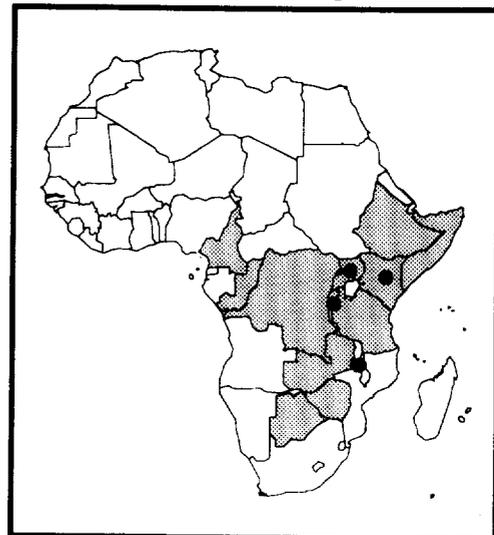
Management Knowledge



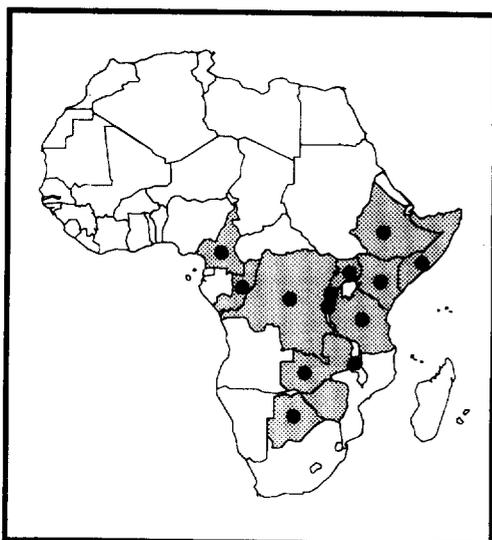
Planning Knowledge



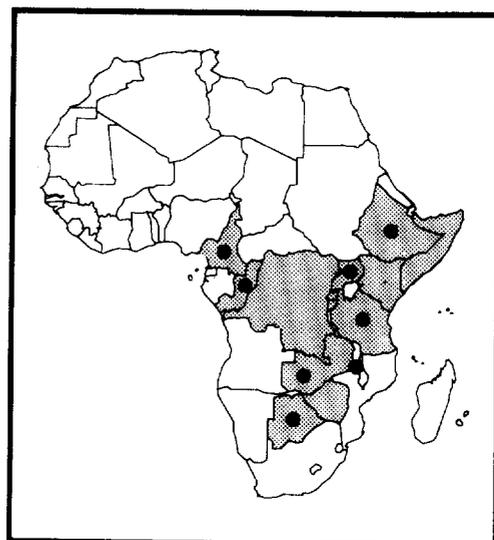
Legal Knowledge



Policies and Procedures Knowledge



Financial and Accounting Knowledge





for example, separate planning units handle planning but protected area managers help them develop management plans.

Many authorities do not plan systematically. Few protected areas have management plans, even though authorities could create such plans without a major financial commitment. Authorities that do develop plans often confuse plans and wish lists, which leads to disappointment when these plans are not achieved because of lack of funds or other reasons. In addition, authorities rarely assess their progress against their plans or seek feedback that could make future plans more realistic. Despite this pattern of poor planning, protected area managers recognize the value of good planning and want to develop their skills in this area.

Financial and Accounting Skills

Because staff at headquarters usually set budgets, protected area managers do not typically participate in major budgetary and financial allocation processes. Protected area managers often have financial and budgetary responsibilities specific to their own protected areas, however; thus they did indicate a need for boosting these skills.

Many protected area authorities use a mixed budgeting system. Central funds cover expenses like salaries and vehicles. The protected area's operating budget, which the protected area manager manages, covers other expenses. Until recently, protected area managers did not enjoy large operating budgets. As many authorities expand these budgets, however, managers are questioning their financial and accounting skills. The Kenya Wildlife Service's new development program, for example, significantly increases park wardens' operating budgets to allow them to undertake planned activities. The program stresses the importance of good financial control, and Kenyan wardens consequently indicate a need for further training in this area.

Other trends underline the need for financial training. Tracking the benefits, whether financial or in-kind, that parks share with local communities is essential for authorities like Tanzania National Parks and Kenya Wildlife Service that hope to show the positive impact wildlife and protected areas can have on neighboring communities. As activities like benefit-sharing continue to spread, authorities will increasingly call upon protected area managers to track these transactions.

Protected area managers across Africa recognize that computers could enhance the speed and efficiency with which they track budgets and financial transactions. Nevertheless, the assessment found that few managers actually have computer skills. Few even have access to computers unless they are associated with a project that makes a computer available.

Technical Skills

For protected area managers in central Africa, training in technical skills emerged as the third highest priority, above finance and accounting. Managers need technical skills for interventions, visitor management, community conservation, legal and regulatory compliance, and resource conservation. Although Francophone Africa's primary wildlife management training institute—the Ecole des Spécialistes de la Faune in Garoua (EFG), Cameroon—emphasizes technical skills rather heavily, it does not cover some skills, such as community conservation and visitor services, at all. Moreover, many central African managers have not even attended EFG.

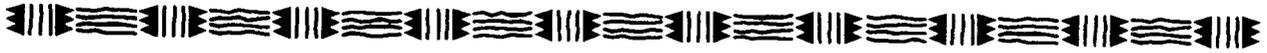
MENTAL AND SOCIAL SKILLS

In addition to knowledge skills, the assessment examined mental skills such as problem analysis and comprehension as well as social skills such as oral and written communication. The greatest weaknesses lay in the following areas:

- Creativity such as developing options to achieve plans and budgets in light of changing circumstances and designing or adapting interventions to meet specific needs;
- Problem analysis such as determining the causes of poor staff performance, failure to achieve goals or keep budgets, or deviation from the intended results of interventions; and
- Evaluation such as evaluating staff performance and determining why certain initiatives have succeeded or failed.

See Figure 5 for maps showing each country's highest priority for training in mental and social skills.

One of the PARCS assessment's key findings is that centralized decision-making limits the authority of protected area managers in many countries. Many



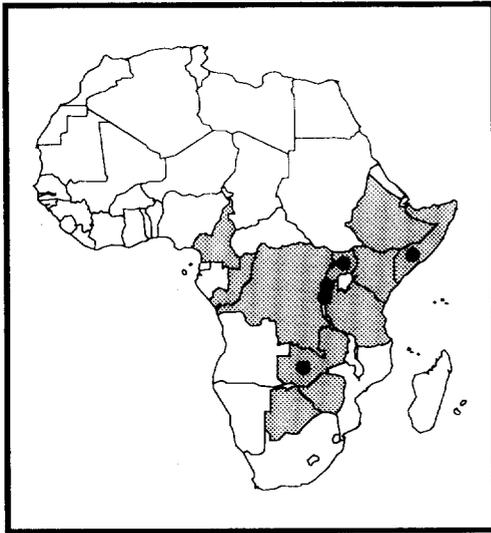
countries are now starting to reverse this tendency toward centralized decision-making. As staff at headquarters devolve more and more decision-making responsibility to protected area managers, the need for additional training in problem-solving skills is increasing.

Unsurprisingly, protected area managers ranked creativity, problem analysis, and evaluation as priority training needs. As their responsibilities increase, managers need to learn how to understand the causes of problems, develop and implement solutions, and evaluate the effectiveness of their actions. The assessment found that protected area managers in all of the countries assessed had only limited recognition that training could enhance these skills.

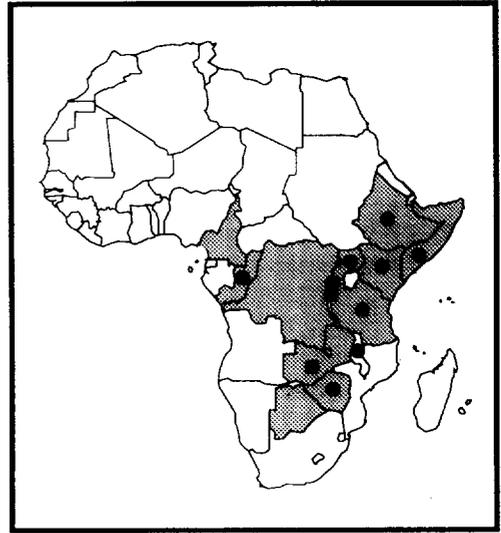


Figure 5 Priority Training Needs in Mental and Social Skills

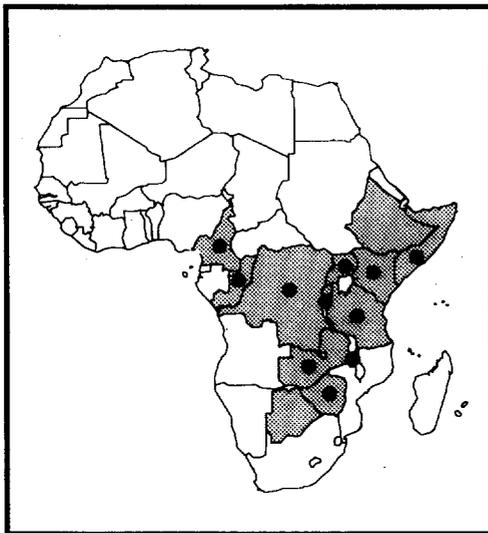
Comprehension



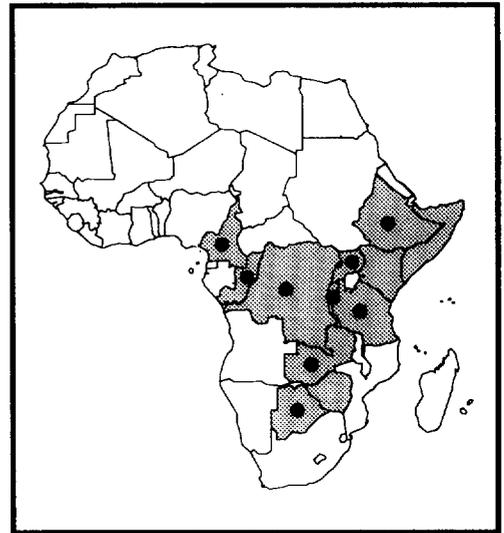
Problem Analysis



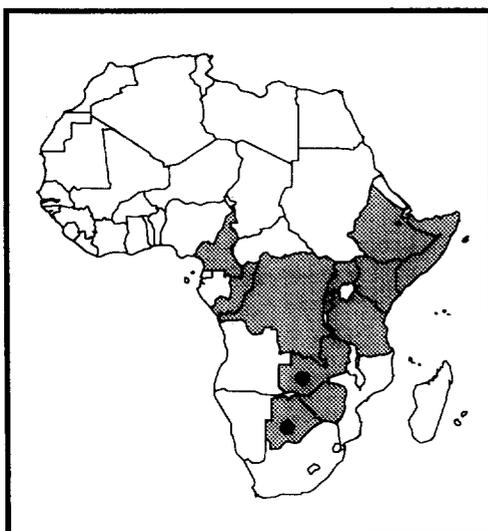
Creativity



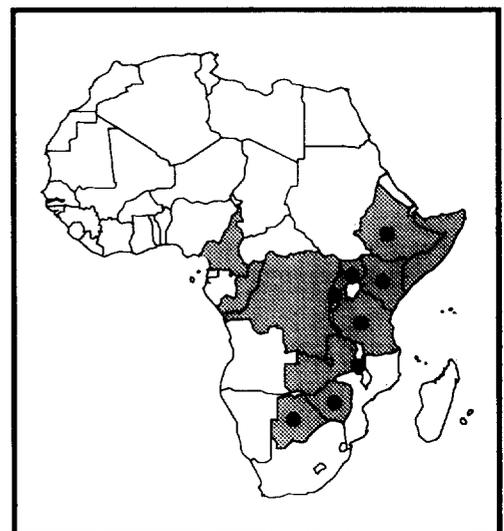
Evaluation



Oral Communication

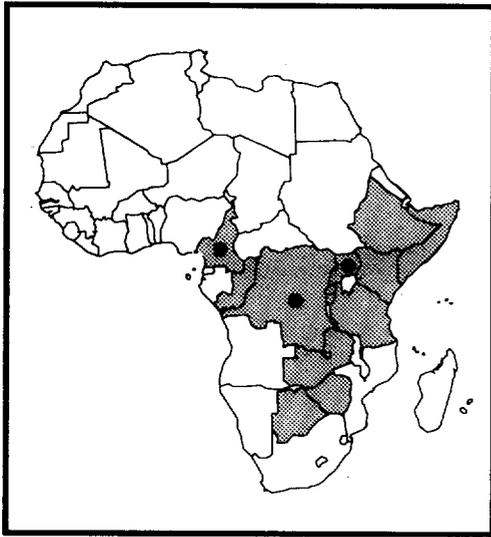


Written Communication





Working with Others





CHAPTER IV

TRAINING OPPORTUNITIES

The PARCS team examined how human resource development is handled by protected area authorities, what institutions generally provide training to protected area managers, and what other sources of training might be tapped.

HUMAN RESOURCE DEVELOPMENT

Ensuring that employees perform their jobs to the best of their abilities is a goal of any well-functioning organization. According to the field of human resource development, an organization can achieve this goal by using a training plan in conjunction with the following tools:

- Job descriptions;
- A training officer; and
- Training records.

A training plan is a structured program that operates on a pre-established timetable to ensure that all staff members receive adequate and appropriate training. Taking into account short-, medium-, and sometimes long-term objectives, a training plan should enable staff to begin their jobs well-prepared, ensure that professional development and refresher courses are offered regularly, and ensure that training programs are monitored and evaluated.

Job descriptions detail the expectations an organization holds for particular positions. Job descriptions should provide enough meaningful information so that job holders and their managers can use them to improve performance and the personnel department can use them to evaluate staff and analyze training needs. Training officers are the individuals within an organization charged with organizing and overseeing staff training. Training records are formal charts listing chronologically and systematically the type of training each staff member has received.

A training plan supported by job descriptions, training officers, and training records enhances an organization's ability to address its staff needs. All too often, Africa's protected area authorities lack these crucial elements. The result is ad hoc training that may or may not meet priority needs.

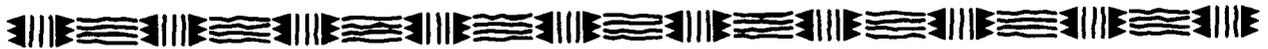
In Uganda, for example, neither Uganda National Parks nor the Uganda Game Department uses a training plan, keeps training records, or allocates funds for training. Neither authority has training officers; deputy directors take responsibility for monitoring training activities. Both organizations recruit graduates from Makerere University as wardens. Yet both organizations rely on external donors to provide scholarships that allow their staff to attend the College of African Wildlife Management (CAWM) at Mweka or receive other types of formal training. Neither organization tracks the funds available for training through donor-supported projects. This situation is typical of most protected area authorities in Africa.

Many protected area authorities, however, are trying to fill these gaps. The Uganda Forestry Department, for example, has a training officer and recently launched a comprehensive in-service training program. Following an organizational restructuring in Tanzania National Parks, the authority charged the director of administration and personnel with the responsibility for training. The authority filled this post for the first time in 1992 and developed a preliminary training plan. The Kenya Wildlife Service has appointed a training manager and developed a training plan; it is now finalizing its job descriptions and establishing a training unit.

Following is an account of where training plans, job descriptions, training officers, and training records were found in the countries assessed. See Table 3 for a tabular breakdown of these findings by country.

Training Plans

The PARCS team found training plans in only one place, a subsection of Uganda's Forestry Department; the Forestry Department recently developed a plan for in-service training in natural forest conservation. Tanzania National Parks has a preliminary training plan. Kenya Wildlife Service and Burundi's Institut National pour l'Environnement et la Conservation de la Nature are preparing training plans. None of the other countries assessed had readily identifiable training plans. In many countries, in fact, even the idea of a



training plan was apparently unfamiliar. The ad hoc approach has been acceptable for so long that many authorities can see no other way of training their employees.

Job Descriptions

Protected area authorities across Africa typically do not link training to job responsibilities simply because protected area managers do not have job descriptions. Only the Ethiopian Wildlife Conservation Organization, Kenya Wildlife Service, and Uganda National Parks were able to provide job descriptions.

Training Officers

The PARCS assessment found that Burundi, Congo, Ethiopia, Kenya Wildlife Service, Tanzania Wildlife Department, Uganda Forestry Department, Zaire, and Zimbabwe all had training officers. In many cases, however, these training officers merely kept training records and helped teach courses at national wildlife training institutes. Seldom did they implement training plans or design and run in-service training programs.

Training Records

The majority of the countries assessed maintain training records, although these records typically noted only formal training received abroad and not other types of training such as attendance at workshops, seminars, and conferences. Some listed short courses or workshops offered by the department. Cameroon, Congo, Somalia, Uganda Game Department and Uganda National Parks all lacked training records.

SOURCES OF TRAINING

Most of Africa's protected area managers receive some form of preservice training at a wildlife college or a university followed by on-the-job training. When formal training occurs after recruitment, it typically takes place at wildlife institutions. What follows are brief descriptions of the types of training protected area managers usually receive.

Formal Training

Protected area managers look highly upon training that is "certified," or followed by a promotion. Carrying prestige and value, a degree or diploma

also makes the recipient eligible for positions not otherwise available. Hence, formal training is the predominant form of training for Africa's protected area managers.

The wildlife institute Anglophone Africans most often attend is the College of African Wildlife Management (CAWM) at Mweka in Tanzania. Most of Malawi's protected area managers, for example, hold CAWM certificates or diplomas. The school Francophone Africans most often attend is the Ecole des Spécialistes de la Faune in Garoua (EFG), Cameroon. In Zaire, for example, all protected area managers in the field have attended EFG. (Boxes 5 and 6 describe CAWM and EFG in greater detail.)

Botswana's protected area managers train at the Botswana Wildlife Training Institute (BWTI) at Maun. Established in 1979, BWTI provides preservice and in-service training programs for all categories of staff. Zimbabwe's protected area manager recruits train at the Natural Resources College at Mushandike Sanctuary. Initially appointed to the rank of ranger, graduates may work their way up the hierarchy.

Many protected area managers receive a university education as well as basic training at wildlife training institutes. In central Africa, a number of protected area managers hold university degrees. Although most of these protected area managers hold degrees from universities within their own countries, some are from universities in Europe, Russia, or the United States.

In southern Africa, protected area managers are increasingly seeking university training. In Malawi, for example, graduates of CAWM assume the rank of assistant protected area manager. They can become professional wildlife officers only if they obtain university degrees. The Zambian National Parks and Wildlife Service is considering the possibility of recruiting university degree holders, placing them in premanagerial positions, and sending them to CAWM for graduate wildlife diplomas.

This move toward university training is consistent with the trend toward "professionalizing" the post of protected area manager that is occurring in such countries as Zambia and Malawi. Authorities in these countries feel that having degreed protected area managers creates opportunities for exchange between research and management units since research officers almost always have degrees. They hypothesize that as management staff get more

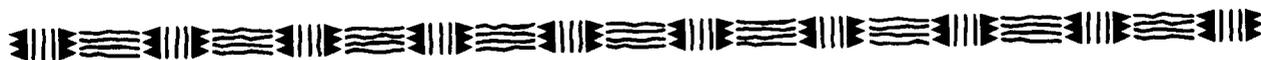


Table 3. Training Components Identified During the PARCS Assessment

Country or Protected Area Authority	Training Plan	Job Descriptions	Training Records	Training Officer
EASTERN AFRICA				
Ethiopia		•	•	•
Kenya Wildlife Service	Under preparation	•	•	•
Somalia				
Tanzania National Parks	Preliminary	na	•	
Tanzania Wildlife Dept.		na	•	•
Uganda Game Department		na		
Uganda Forestry Department	•	•	•	•
Uganda National Parks		•		
CENTRAL AFRICA				
Burundi	Under preparation		•	•
Cameroon				
Congo				•
Rwanda			•	
Zaire			•	•
SOUTHERN AFRICA				
Botswana			•	
Malawi			•	
Zambia		na	•	
Zimbabwe		na	•	•

• = components exist

Blank = component does not exist

na = not available; PARCS team was unable to obtain a copy



experience with research procedures, their understanding of protected area management will improve.

The pattern is the same in eastern Africa. Most protected area authorities in this region want their protected area managers to have university degrees. They believe that people with degrees are more skilled and more able to bring sound thinking to their work. This trend encourages protected area managers who lack degrees to pursue further studies. Unfortunately, many of the undergraduate courses offered are not directly relevant to wildlife

management. Protected area managers must usually travel outside the region to find appropriate courses. Only at the graduate level can managers find applied courses that cover relevant topics and provide intellectual rigor. Because graduate-level courses require an undergraduate degree, protected area managers can find themselves undergoing a two-year diploma course and a three-year undergraduate course before finally becoming eligible for a two-year graduate-level program. Undertaking this training requires a huge commitment of time and money and takes managers out of the field for many years.

Box 5. College of African Wildlife Management

With the exception of Zimbabwe, protected area managers in most of Anglophone Africa receive their basic training at the College of African Wildlife Management (CAWM) at Mweka in Tanzania. To date, students from more than 20 African countries have received their training at Mweka. CAWM takes about 65 students each year. Generally, would-be students apply to the college through their protected area authorities or are nominated by their employers. The college screens all applications and offers places to eligible candidates.

CAWM provides formal training in practical skills to middle-level protected area managers. The college offers four types of courses, including a two-year certificate, a two-year diploma, a one-year postgraduate diploma, and short courses. Students spend about 30 percent of their time in the field.

At present the college's instructors are all Tanzanian; in the past, people from other parts of Africa and overseas have worked as instructors. All instructors are college graduates, and most lecturers hold M.Sc. degrees. The college has a training program for staff development and endeavors to increase its staff's professional qualifications through formal training and attendance at short courses, conferences, seminars, and workshops. Formal training usually occurs by enrolling staff in M.Sc. and Ph.D. programs.

CAWM faces many problems. For example, it is unclear whether student fees could make the institution self-sustaining or whether support from donor funds will always be necessary—whether the college remains a part of the government or becomes an independent institution. The college recently decided to review its funding sources, fee structure, and institutional context with a view toward developing a more sustainable funding strategy in the next five years.

CAWM also has a severe staff shortage, which has a major impact on the quality of the courses currently offered. For example, the college has not been able to offer the postgraduate diploma course for the past two years. Staffing the college from within Tanzania limits the pool of people available to work as instructors.

CAWM is currently reviewing its curriculum, reorganizing course work to meet the needs of its clients. The review's preliminary results reveal several areas of key concern: local communities and human interactions; wildlife research and management; policies and legislation; human resource management; protected area planning; tourism; and financial management. Interestingly, the PARCS assessment reached similar conclusions.



Box 6. Ecole des Spécialistes de la Faune

While CAWM attracts students from Anglophone Africa, the Ecole des Spécialistes de la Faune in Garoua (EFG), Cameroon, represents the primary source of protected area management training in Francophone Africa. EFG trains students primarily from central, western, and northern Africa, although a few students come from eastern Africa. In any given year, the college enrolls somewhere between 18 and 62 students from five to fifteen countries. The number of students from outside Cameroon is gradually decreasing, however, and the number of Cameroonian students is increasing.

At present, the school trains middle-level students with secondary school backgrounds. Students who have a Baccalauréat enter the "B" cycle, while students with a Brevet d'Etudes de Premier Cycle—primary school plus four years of secondary school—enter the "C" cycle. Graduates from the "B" cycle receive a Technicien supérieur diploma, the equivalent of a bachelor's degree. Graduates from the "C" cycle receive a Technicien diploma, equivalent to a Baccalauréat degree or two years beyond high school.

Most of the school's trainers have university degrees. At the minimum, they must have Baccalauréats. Some trainers have doctorates. In the past, a large majority of the trainers were not from Cameroon but from countries such as France, the Netherlands, Germany, and Burundi. The number of expatriate teachers, however, is decreasing.

EFG does face a number of challenges. Lack of funding is one major problem. Although a wide variety of sources have contributed funding in the past, only government funding is permanent and continuous support is not guaranteed. Funding by Cameroon's government is actually decreasing, causing significant budget cuts in the past few years.

The school is also transforming itself from a technical school emphasizing fieldwork and practical experience into a more academic and theoretically oriented school. The lack of funds hastens this trend. Fieldwork is expensive; lectures in classrooms are much cheaper.

In the past, the school has not evaluated training needs or maintained contact with graduates once they return to their own countries. Although the school trains people for a particular position or level of expertise, it does not monitor whether or not graduates eventually find positions where this expertise is used or even useful.

Finally, students receive little opportunity to engage in problem-solving and creative thinking. The emphasis is on memorizing the material needed for exams, and students rarely get a chance to participate in the classroom. The obvious exceptions are the field trips, where students help develop research and survey plans.

EFG has launched several initiatives to capitalize on its strengths, however. For example, the school recognized that it needed to evaluate its curriculum. The school is making curriculum changes with technical assistance from the University of Leiden in the Netherlands. The school has added a new Cycle "A" for university-level training; this "A" cycle will attract students with university degrees in natural sciences. The school has also made changes in the existing curricula for Cycles B and C.

On-the-Job Training

On-the-job training includes both trial-and-error learning and advice, recommendations, and instructions from colleagues and superiors. Although on-the-job training is informal and unstructured, it can be an important method of skills acquisition, especially for protected area managers with six to ten years of job experience. Almost all protected area managers mentioned

that on-the-job training contributed significantly to their level of skill.

In-Service Training

In-service training can help consolidate job experience and provide an opportunity to train staff in skills they will need in the future. Given the emphasis on formal training, however, protected



area authorities do not take full advantage of workshops, seminars, conferences, and other forms of in-service training.

Protected area authorities in Africa generally do not plan, execute, or program any training for their staff. In many cases, in-service training is lacking due to the absence of a departmental training officer; in other cases, the lack is due to the absence of training plans.

Closely tied to donor assistance, most training is opportunistic and ad hoc. This approach has become entrenched in the thinking of many authorities. As a result, it is hardly surprising that most protected area authorities have not established effective in-service programs.

However, in-service training does exist on the continent. The Uganda Forestry Department, for example, provides structured in-service training programs. The training involves workshops and seminars as well as short courses at Nyabyeya Forestry College. The training's primary purpose is to help Forestry Department staff shift from a traditional plantation and extraction orientation to a conservation and sustainable use orientation.

The training focuses on skills in such areas as census and inventory techniques and forest management plans. Target groups include forest guards, forest officers, district forest officers, and headquarters staff.

South Africa has offered in-service training to its protected area managers for several years (see Box 7). In addition, the country is to establish a wildlife management institute that would provide hands-on, practical training in applied resource management. Initially managers already in service would receive the training.

Other countries are now in the process of establishing in-service training programs. Burundi, for example, is developing in-service training for guards and other lower-level field staff and hopes to extend training to managerial-level field staff.

In Botswana, a recent evaluation called for a complete restructuring of the preservice and in-service training provided by the Botswana Wildlife Training Institute. This restructuring will help the Department of Wildlife and National Parks address the training needs associated with its expanded mandate to implement national policies relating to

Box 7. Natal Parks Board

For many years, the Natal Parks Board has employed a training officer to coordinate in-service training within the organization. The training the department offers is extensive and ranges from half-day courses to a 60-day course for game guards at its training center. The training officer is responsible for coordinating the training program and keeping detailed training records for all individuals.

The training officer works with protected area managers in the field to identify training needs and then identifies or designs short courses to meet those needs. The emphasis is on taking advantage of the skills and knowledge that exist within the organization to train colleagues and more junior staff. Some of the courses are offered on a regular basis and form what could be called a core curriculum. Others are offered as they are needed. The more than 140 courses include a wide range of topics:

- Accounting and budget control for officers (2 days);
- Grievance procedures (1 day);
- Carnivore ecology (1 day);
- Management leadership and motivation (5 days);
- Defensive driving (3 days);
- Problem-solving (1 or 2 days);
- Report and letter writing (1 day);
- Chain saw operation (3 days); and
- Strategic planning (1 day).

The department seeks cost-effective ways of running the courses, such as using in-house skills and asking for trainers' voluntary input. The courses are then costed out; the annual course catalog announces the cost per participant along with details and dates. Protected area managers then select which staff members will attend which course. The costs are met by the protected area's training budget, not a central training fund.



wildlife, conservation, and tourism. Although all categories of protected area staff will eventually benefit from the institute's training, the initial emphasis will be on training new members of the department.

The Kenya Wildlife Service is establishing an in-service training program based at the Naivasha Wildlife Training Institute. The primary goals of the new program are to familiarize protected area managers with the Kenya Wildlife Service's Policy Framework and Development program and to teach new skills in areas such as community conservation and annual planning. Kenya Wildlife Service is also trying to develop a monitoring and evaluation system to assess the training's efficacy (see Box 8).

Contribution of Different Types of Training to Managers' Skills

The PARCS assessment revealed that most protected area managers see formal training as a

way of significantly improving their abilities. They also consider on-the-job training as a way to contribute significantly to their performance.

Table 4 shows the types of training that protected area managers said contributed to their skills base. The percentages show how strongly the managers thought each type of training helped. As Table 4 shows, most protected area managers consider formal wildlife training institutes to be the most important source of skills. They rarely saw in-service training as contributing significantly. In fact, Table 4 may even overrepresent the amount of in-service training offered since respondents marked in-service training even if they only received such training once. Even when in-service training is offered, only sometimes do managers say that it contributed significantly to their skills. This finding probably reflects the quality of current in-service training.

Box 8. Kenya Wildlife Service

The Kenya Wildlife Service is currently implementing a five-year Policy Framework and Development program scheduled to end in 1996. The program recognizes that an intensive training program can transform the organization into an effective, commercially oriented wildlife management entity. The service has established a training unit whose major focus has been to develop a strategy for in-service training. This strategy includes both interim and long-term training programs.

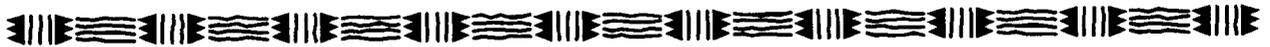
In the absence of an overall in-service training program, the service set up interim training programs to meet the urgent need to help staff cope with an increasingly demanding work environment. These interim programs focused on specific priorities:

- Upgrading the management skills of middle and senior staff;
- Retraining lower-level staff in basic technical skills; and
- Training staff in community wildlife management to support the new Community Wildlife Service.

Short courses, in-house workshops, and on-the-job training were the primary training formats. At the same time, the service delineated job descriptions and gained a better understanding of training needs. PARCS contributed to this process.

Kenya Wildlife Service is now poised to develop an alternative to ad hoc training. It has begun to explore the idea of offering some of its training through modular courses. The service has already developed a prototype course comprised of four modules. Instructors can tailor each module for different target groups, whether they are rangers, wardens, or senior managers.

The first course will target protected area managers and last for four months. After running the course twice, Kenya Wildlife Service will have provided basic training to all of its community wildlife officers. Once that is accomplished, the service will offer the course as needed to other staff members. According to the course's design, some of the first participants will become resource personnel for the course. The course designers paid a lot of attention to the teaching methods used in the course, striving to enhance the skills protected area managers will need in their community work.



Despite protected area managers' limited experience with in-service training and their strong preference for formal training, they widely acknowledge that in-service training is an appropriate way to gain practical skills and fill gaps in knowledge. They also recognize that merely attending workshops and seminars does not make them good managers. Protected area managers want training opportunities to be carefully tailored and sequentially structured so they can build their skills in a logical manner.

The assessment found that attitudes toward different types of training change over time. New recruits with formal training, for example, often said that their formal training contributed most to their skill levels. Managers with six to ten years of experience report that on-the-job training has helped them most. Although this finding is particularly pronounced for mental and social skills, it is true for knowledge skills as well. As long-serving managers move into more senior roles, they require new skills and updated knowledge in a variety of

Table 4. Contribution of Training Types to Knowledge Skills

Country or Protected Area Authority	Formal Wildlife Training Institute	Other Formal Training	In-service Training	On-the-job Training	Other
EASTERN AFRICA					
Ethiopian Wildlife Conservation Organization	100%			100%	
Kenya Wildlife Service	100%	83%	100%	100%	100%
Malawi	100%	33%	50%	100%	
Somalia	83%	50%		50%	
Tanzania National Parks	100%	100%	67%	100%	100%
Tanzania Wildlife Department	100%	100%		100%	
Uganda Forestry Department Protected area managers	100%	100%	17%	100%	
Uganda Forestry Department Regional managers	100%	83%	83%	100%	33%
Uganda Game Department	100%	100%	100%	100%	100%
Uganda National Parks	100%	100%	100%	100%	17%
CENTRAL AFRICA					
Burundi	100%	33%		83%	50%
Cameroon	100%				
Congo	100%	100%		100%	17%
Rwanda	100%	50%		100%	
Zaire	100%	50%		100%	67%
SOUTHERN AFRICA					
Botswana	100%		50%	17%	
Zambia	100%			67%	
Zimbabwe	100%		17%	100%	

Percentages were calculated by dividing the number of knowledge skills the type of training improved by six, the total number of knowledge skills listed on the PARCS questionnaire.

A blank means that this type of training was not indicated as having contributed.



technical areas. Currently they have to draw heavily from the formal training they received at the start of their careers. The PARCS project identified a need for timely intervention for protected area managers reaching this stage of their professional development.

POTENTIAL TRAINING OPPORTUNITIES

A fundamental hypothesis underlying the PARCS project is that training does not necessarily involve tremendous amounts of time or money. This is especially true of in-service training, which upgrades and reinforces existing skills over the course of a career. The PARCS team discovered many untapped sources of training in the countries assessed. Table 5 outlines the types of untapped training sources the project team uncovered.

In many cases, the team identified specific sources of training and explored the possibilities for tapping them. In Congo, for example, the project found a number of people with expertise in the legal aspects of protected area management. Under PARCS Phase II, these people will develop a manual explaining international and national laws concerning natural resources and including specific do's and don'ts for protected area managers. Since

78 percent of Congolese protected area managers identified a training need in more than 60 percent of the questions asked about legal skills, a manual like this should be an important resource. And since most of Francophone Africa's laws regulating natural resource use and protection are based on the French legal system, the manual could probably be adapted for use in a number of central African countries. Box 9 delineates other concrete suggestions that emerged from the assessment of training opportunities in eastern Africa.

The project team also sought ways that authorities could meet training needs on a regional basis. For example, southern Africa contains several key wetland areas—Kafue, Begweulu, Okavango, Zambezi Floodplain, Elephant Marsh, and Lake Chilwa—all of which have different ecological, economic, and sociological conditions. The PARCS regional manager for southern Africa suggested that Zambia could possibly serve as a center for training in wetlands conservation, with protected area managers from throughout the region attending specially designed courses at Kafue or Lochinvar.

Phase II of the PARCS project is continuing the search for relevant training opportunities to meet identified needs.

Table 5. Training Opportunities

Needs	Sources
Bookkeeping skills	Clerical schools Accounting firms Industries
Personnel management skills	Business schools Management consulting firms Industries
Tourist management skills	Hotel schools Business schools Tourism and safari companies
Legal skills	Law schools Law firms
Infrastructure skills	Engineering firms Public works training centers for road-building, vehicle maintenance, and so on
Strategic planning skills	Business schools Consulting firms Industries



Box 9. Training Opportunities in Uganda and Kenya

At a PARCS workshop in Uganda, participants came up with ideas for ways existing organizations could help with short-term in-service training. Participants made the following suggestions:

- The Ministry of Health could offer short courses in participatory extension;
- The Nsamizi Institute for Social Development could teach community development;
- The Uganda Management Institute could teach communication, personnel management, project design, report writing, and strategic planning;
- The Law Development Centre could teach environmental law and prosecuting skills; and
- The Nurses Training Institute could teach first aid.

The assessment of training opportunities in Kenya revealed the following possibilities:

- The Kenya Institute of Administration could offer training in negotiation, financial management, and effective communication;
- The British Council could teach business communication, report-writing, and meeting management;
- The African Centre for Technological Studies could teach desktop publishing, information management, and technical editing; and
- Tack Training International could teach strategic planning, leadership development, problem-solving and decision-making, budgetary control, effective communication, and teamwork.



CHAPTER V

CONCLUSIONS

The PARCS assessment supported many commonly held assumptions about the status of protected area management in Africa. It decidedly refuted others. The assessment's findings and the specific concrete recommendations they lead to are articulated below.

THE FINDINGS

The findings are clustered around four basic hypotheses that underpinned the assessment.

The Job

Hypothesis: That protected area managers' jobs are becoming increasingly complex, requiring proficiency in an array of diverse skills.

Finding: The assessment confirmed that protected area managers' jobs involve a high degree of complexity. The assessment found that protected area managers need to be spokespersons for the interests of protected areas. They need to understand the needs, cultural practices, and rights of communities bordering protected areas. They need to interact effectively with communities surrounding protected areas and, in many cases, work with residents on conservation and development activities. They need to maintain a comfortable, safe environment for tourists and ensure that the monies generated by tourism are collected and accounted for responsibly. They need to be able to manage their staffs, enforce laws, provide input on plans and policies, and help implement those plans and policies. And, of course, they need a whole range of scientific and technical skills to sustain the natural resources they are charged with protecting.

Training Needs

Hypothesis: That the training protected area managers receive does not cover the breadth of skills required in their jobs.

Finding: The assessment found that protected area managers have not attained necessary skill levels in a number of key areas. Surprisingly, many are not even comfortable with their ability to perform basic

wildlife management interventions. In addition, protected area managers need skills in many new areas to help them cope with emerging areas of responsibility, such as community conservation and tourist services. Specific skills managers lack include knowledge of policies and procedures, planning skills, and financial and accounting skills. Formal wildlife management training programs do not typically cover these areas, but they are becoming increasingly important as protected area authorities devolve responsibility and decision-making to the field level. Protected area managers also feel that their problem-solving skills are inadequate. This inadequacy may be traced to the lack of decision-making autonomy protected area managers have long experienced.

Current Training Opportunities

Hypothesis: That training must be revamped to meet current needs.

Finding: Protected area authorities and managers still see formal training methods as the optimum source of training. However, traditional training institutions and programs in Africa generally have not kept pace with the increasing demands of protected area managers' jobs. The inadequacies of traditional training range from the slow and limited adaptation of curricula to evolving needs to shortages in funding, insufficient staffing, and the limited amount of practical, hands-on training. Nevertheless, both the College of African Wildlife Management (CAWM) at Mweka and the Ecole des Spécialistes de la Faune in Garoua (EFG) have reviewed their curricula and appear poised to revamp their programs to reflect the changing realities of protected area management.

Potential Training Opportunities

Hypothesis: That new training sources are available to be tapped.

Finding: In many countries, moves are underway to train more professionals at universities, to utilize more recently established national training institutions, and to tap training opportunities in South Africa. The assessment found that numerous



other potential sources of training, however, are going untapped. These sources include local industries, other government departments, and local experts in specific fields.

RECOMMENDATIONS

Training in most countries follows a basic pattern of formal training followed by very informal on-the-job-training. The ethic of training as a process that occurs throughout a protected area manager's professional career has not yet been firmly established within Africa's protected area authorities. Formal training cannot possibly cover everything that protected area managers need to know throughout their careers. As their careers unfold, protected area managers need different skills and different levels of skills. Protected area authorities need a way to recognize and address these evolving needs. Thus far they generally have not taken on the responsibility for institutionalizing plans or processes for maintaining well-trained staffs.

To establish training as a long-term process, protected area authorities must recognize that planning is essential. A key tool is the training plan. A good training plan takes into account short- and medium-term skill-building objectives as well as long-term human resource development objectives. The plan should lay out a strategy that enables staff to assume their posts with skills they need to do their jobs and ensures that professional development and refresher courses are offered regularly. Training plans should be linked to an ongoing process of identifying training needs. As the curricula reviews at CAWM and EFG and the PARCS assessment demonstrate, this process can be done relatively easily. The plan should include a way to monitor and evaluate all training programs.

The training plan must be tied to job descriptions. Where job descriptions do not exist, they should be developed. Training officers should implement the plan and maintain training records.

Once a training plan is in place, protected area authorities can begin to develop short courses tailored to the specific needs of their staffs. This training may take the form of courses given by mobile training units, courses given at existing training institutions, or courses given at headquarters when field staff visit the capital. In many cases, it might be possible to transform on-the-job training into in-service training programs that use experienced protected area managers as

mentors to younger staff members. Authorities should also explore non-traditional training sources, including the private sector. Although the authority can most easily, efficiently, and cost-effectively organize programs, actual training need not be carried out in the authority or by the authority's own trainers.

To convince field staff that in-service training is useful, authorities must offer some form of recognition to participants. All in-service training programs should include a system of evaluating participation and rewarding excellence. Ideally, in-service training will be linked with improved performance on the job and, hence, to salary increases or promotions.

Of course, even low-cost training does require resources. A good training plan can help protected area authorities lobby for donor support in areas where there are high-priority needs. A training plan can help authorities strengthen their ability to secure funds and use them wisely.

Although this report emphasizes in-service training, it is important to underscore that the value of formal training in preparing individuals for specific positions in the protected area management hierarchy is unquestionable. The problem arises when protected area managers work for many years without receiving any additional training.

That said, existing training institutions need help in updating their curricula in order to produce graduates who can meet new standards for protected area managers. Institutions, for example, should give much more emphasis in their curricula to balancing the protection and use of natural resources. Course curricula should also help students develop new specialized skills such as those required for tourism, a growing industry throughout Africa. New training should also include the techniques required for developing management plans and strategies for protected areas. All training should encourage practical, hands-on experience.

CLOSING REMARKS

The PARCS assessment has already sparked new thinking about protected area managers' jobs and about how their needs can be assessed and met. In its second phase, PARCS will help protected area authorities implement some of the recommendations outlined above. The PARCS team is working to strengthen the project's role as a catalyst for stimulating ideas and prompting new approaches to training Africa's protected area managers.

ANNEX

THE METHODOLOGY OF PARCS

PHASE I





I. THE APPROACH

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:

- 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.
- Traditional training institutions and programs in Africa generally have not kept pace with the increasing demands of the PAM's job.
- Courses offered at leading wildlife institutions are often too theoretical, academic, broad-based, host-country specific, and/or habitat-specific.
- Few PAMs have access to the formal training opportunities available.
- Data are limited on the effectiveness, relevance, and value of traditional and non-traditional forms of training for PAMs.
- The capacity for institutions to train and develop training programs needs to be strengthened.
- Existing training institutions and programs need to revamp their curricula to address the specific needs of PAMs.
- Relevant training opportunities outside the traditional conservation sector need to be identified and made available to PAMs.

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

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.

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 assessment is designed to:

- assess skills needed for effective protected area management;
- assess present skill levels;
- determine the types, amount, and frequency of training currently received;
- assess training needs;
- identify constraints to adequate and effective training;
- identify the institutions and programs presently used for training;
- identify potential opportunities for relevant training; and
- identify pilot activities to test innovative training methods.

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. TARGET GROUPS AND GEOGRAPHICAL FOCUS

The primary target 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). To identify the appropriate individuals for the assessment in each country, it is necessary to carefully examine organizational structures and job descriptions.

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).

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 therefore may 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 nonmanagerial protected area staff (e.g., rangers, scouts, and technicians).

The categories of people who may be asked to participate in the assessment are listed below:

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

- protected area managers;
- officers senior to PAMs and other individuals who have recently worked as PAMs;
- field operations directors;
- trainers/lecturers at wildlife institutions where PAMs receive training; and
- research officers.

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.

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 available means (e.g., limited use of the questionnaire through selective interviews and mailings, collection of baseline data through telephone interviews, and literature searches).

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

- government cooperation;
- USAID concurrence/cooperation (for those countries being assessed with USAID funds);
- civil war/unrest;



- the relative importance placed on a country's biodiversity and protected areas *vis à vis* other countries in the region; and
- the potential for further PARCS activities.

Decisions regarding priorities for the use of time and funds among countries are the joint responsibility of regional managers and their respective core team members.



III. PRELIMINARY GROUNDWORK

In a country in which an in-depth assessment is to be conducted, the regional manager generally initiates 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

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 to be 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), as well as the organizational structure for the whole department and, if available, for individual protected areas.

At the formal meeting at headquarters, a briefing is given on how the PARCS questionnaire should 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 observe protected area management directly. The regional managers, however, must tailor their approach to individual country circumstances. Options for conducting the questionnaire are:

- to explain the questionnaire and have the PAM fill it out with the regional manager nearby to assist;
- to explain the questionnaire and leave it for the PAM to fill out on his/her own time;

- to explain the questionnaire in a workshop and have PAMs fill it out individually;
- to mail out the questionnaire; or
- to use a surrogate (e.g., consultant, colleague) to do one or more of the first three options.

A PARCS assessment 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

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. They are asked to rate the general skill levels of PAMs in the organization.

The regional manager may decide to discuss the FOD's 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:

- strategic planning;
- development and compliance of policies, procedures, and standards;
- representation of organization and public relations;
- planning optimal deployment of well-motivated competent staff;
- development and achievement of operational plans and budgets;



- planning for availability and optimal deployment of technical specialist services from headquarters to protected areas;
- ensuring availability of hardware and software necessary to achieve organization's objectives, within budget; and
- managing concessions in protected areas.

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 and what are his/her three priority training needs and the main constraints to obtaining this training.

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

General Information on Training

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

Minimum requirements for jobs

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

Job descriptions for each type of job (if available, collect)

Are training records kept? _____yes _____no for which levels? _____

For the PAM, subordinates to 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

Is 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?



IV. THE NEEDS ASSESSMENT

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

- 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;
- the questionnaire provides a convenient tool to compare outside assessments of the skills required of the PAM with the PAMs' perceptions of required skills;
- the questionnaire provides a qualitative and quantitative means of assessing training needs; and
- the questionnaire lends itself well to standardized data extraction, manipulation, comparison, and analyses across and within the three regions of Africa.

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.

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.

PRE-QUESTIONNAIRE DISCUSSION

Before the questionnaire is filled out, the regional manager¹ 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 future PARCS activities in country.

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 respondents' first task is to read these responsibilities and accountabilities and add or delete according to their own views of the job.

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 views of the level of knowledge needed to successfully do the job of a PAM within their organization. Then, in the right-hand box, they are asked to assess their own levels 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 section VII, data sheet B).

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 levels of ability in this area.

Instructions are then given for the questions immediately following the questionnaire. It is explained that columns 15-17 should be read to

¹While regional managers may utilize surrogates to conduct certain portions of the PARCS assessment, the term regional manager will be used throughout.



help spark ideas in answering the questions on work ethics, commitment to conservation, and attitudes toward 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.

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 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.

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.

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 or win by being anything but honest. There should be little reason for participants to deliberately provide inaccurate data.

Respondents also are informed that it will take approximately 2.5 hours to complete the questionnaire. The questionnaire was created in the word processing program WordPerfect and has been produced in English and in French (see following questionnaire).

**PROTECTED AREA CONSERVATION STRATEGY
(PARCS)
TRAINING NEEDS ASSESSMENT
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



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

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

ATTITUDES (columns 15-17)

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

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

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

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



**Biodiversity
Support
Program**

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

3. Management	4. Planning	5. Legal	6. Policies/Procedures	7. Financial/accounting
Working knowledge of supervisory and personnel management skills 18 <input type="checkbox"/> <input type="checkbox"/> Some knowledge of human resources techniques and their application as appropriate (e.g., job evaluation or worth of job, salary structuring, training needs analysis) 19 <input type="checkbox"/> <input type="checkbox"/> Working knowledge of managing casual labour 20 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of scheduling staff development & timetables 28 <input type="checkbox"/> <input type="checkbox"/> ↓	Some knowledge of employment laws 40 <input type="checkbox"/> <input type="checkbox"/> ↓	In-depth knowledge of staff policies, procedure, and practices 49 <input type="checkbox"/> <input type="checkbox"/> ↓	↓
Working knowledge of principles of stock control and procurement 21 <input type="checkbox"/> <input type="checkbox"/> Working knowledge of how to apply preventative maintenance <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of job planning 29 <input type="checkbox"/> <input type="checkbox"/>	Some knowledge of contract law (for writing contracts to subcontractors) 41 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of maintenance / construction policies, procedures and standards and procurement procedures 50 <input type="checkbox"/> <input type="checkbox"/>	
22	Working knowledge of financial planning 30 <input type="checkbox"/> <input type="checkbox"/>		Working knowledge of accounting policy and procedures 51 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of accounting and principles of internal control 59 <input type="checkbox"/> <input type="checkbox"/>
	Working knowledge of planning, budgeting and control 31 <input type="checkbox"/> <input type="checkbox"/>		Working knowledge of overall strategies and direction of his/her organisation (national conservation policy) 52 <input type="checkbox"/> <input type="checkbox"/>	
	In-depth knowledge of patrol planning needs 32 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of relevant laws and regulations (e.g., firearms, arrest, charging, human rights) 42 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of policies and procedures 53 <input type="checkbox"/> <input type="checkbox"/>	
Working knowledge of management and accommodation and catering facilities under protected area jurisdiction 23 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of techniques in developing long and short-term visitor plans 33 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of contract law as applicable to concessionaires and visitors 43 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of visitor policies and procedures 54 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of keeping records of visitor numbers and keeping receipts 60 <input type="checkbox"/> <input type="checkbox"/>
Working knowledge of project (job) management 24 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of job planning 34 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of relevant laws and regulations 44 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of policies and procedures related to intervention 55 <input type="checkbox"/> <input type="checkbox"/>	
In-depth knowledge of protected area vs people conflict management 25 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of how to develop a community conservation plan 35 <input type="checkbox"/> <input type="checkbox"/>	Some knowledge of laws related to community development 45 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of policies and procedures related to community conservation 56 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of record keeping for financial disbursements to local communities 61 <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of records of resource use or resources shared -- both financial and in-kind distributions 62 <input type="checkbox"/> <input type="checkbox"/>
	Some knowledge of development of research plan for the protected area 36 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of legal aspects of collecting/exporting materials & specimens 46 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of research policies and procedures 57 <input type="checkbox"/> <input type="checkbox"/>	Working knowledge of budget & allocations for research activities 63 <input type="checkbox"/> <input type="checkbox"/>
Working knowledge of the concept of public relations and methods of dealing with the media 26 <input type="checkbox"/> <input type="checkbox"/> Some knowledge of obligatory role (attendance) at meetings and awareness of activities around the protected area expedient to attend 27 <input type="checkbox"/> <input type="checkbox"/>		In-depth knowledge of the legislation regarding protected areas 47 <input type="checkbox"/> <input type="checkbox"/> Some knowledge of the laws of slander and libel 48 <input type="checkbox"/> <input type="checkbox"/>	In-depth knowledge of the public relations policies, procedures and practices 58 <input type="checkbox"/> <input type="checkbox"/>	
	Working knowledge of resource conservation management planning techniques and methodologies 37 <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of how to develop and implement protected area management objectives 38 <input type="checkbox"/> <input type="checkbox"/> In-depth knowledge of how to develop and maintain a protected area management zoning system 39 <input type="checkbox"/> <input type="checkbox"/>			Working knowledge of how to estimate costs for implementation of resource conservation management plan recommendations 64 <input type="checkbox"/> <input type="checkbox"/>

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

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

Main Divisions of the Job	1. Accountability and Responsibilities	ATTITUDES		
		15. Work Ethics	16. Commitment to Conservation	17. Community Attitudes
A Ensure availability of a competent and well-motivated staff	<ul style="list-style-type: none"> Maximizing potential of allocated staff Responsible for identifying training needs Responsible for recommendations and application of disciplinary measures 	Needs objectivity in appraisal and general staff dealings	Needs to demonstrate commitment and instil commitment in others	Needs to demonstrate and instil understanding of need for harmonious relationship
B Ensure availability of appropriate infrastructure (within budget)	<ul style="list-style-type: none"> Responsible and accountable for maintenance, repair and rehabilitation and construction Recommending additional facilities 	Honours contractual agreements in spirit and letter		
C Ensure financial and accounting integrity of the protected area	<ul style="list-style-type: none"> Accountable and responsible for all revenue generated and disbursement (received from headquarters and receipts) Responsible for accurate accounting 	Instils honesty		
D Ensure development and achievement of tactical plans and budgets and contribute to protected area strategic planning	<ul style="list-style-type: none"> Accountable for development of annual plan and budget of protected area Responsible for working within the agreed plan and budget Identify strategic options in the protected area and contribute to strategic planning 			
E Ensure that all activities within the protected area comply with laws and regulations	<ul style="list-style-type: none"> Accountable for enforcement of law and regulation and ensuring safe practices throughout the protected area 	Honesty, tolerant to others' points of view	Finding balance and understanding the needs of both conservation and the involved parties	Tolerance to others' points of view to minimize conflict between protected area and others
F Ensure optimum levels of visitor satisfaction	<ul style="list-style-type: none"> Responsible for ensuring that the highest levels of visitors' services and practices under his/her jurisdiction are maintained 		Needs to demonstrate commitment to conservation	Needs to demonstrate belief in validity of including local communities in protected area management and enterprises linked to tourism
G Ensure agreed intervention programmes are completed to budget and timetables	<ul style="list-style-type: none"> Responsible for design, implementation, and evaluation of intervention programmes to meet conservation objectives in the protected area 			
H Ensure harmonious relationships with neighbouring communities	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of a programme to achieve harmonious relations Responsible for instilling acceptance by staff of the role of local communities in protected area management 			
I Be aware of research activities and progress against plan	<ul style="list-style-type: none"> Responsible and accountable for ensuring that research programme is implemented according to the protected area conservation objectives and timetables 	<p>Must have an open mind to research findings</p> <p>Must support role of research as a component of protected area management</p>		
J Represent the protected area and its interests in public meetings	<ul style="list-style-type: none"> Accountable for ensuring that the protected area is represented in every possible area Responsible for ensuring that the information available about the protected area is up to date 	<p>Honesty, Integrity</p> <p>Must make clear when representing the protected area or a personal view</p> <p>Must never criticize the organisation openly</p>	Demonstrated as absolute	Demonstrated as absolute
K Ensure an appropriate balance between resource conservation and use in the protected area	<ul style="list-style-type: none"> Responsible and accountable for design and implementation of resource management/protection strategies to meet protected area conservation objectives Responsible and accountable for the preparation, approval, and implementation of a resource conservation management plan for the protected area 	Honours conservation objectives of resource management plan		
L Training received				

52

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:

--	--	--	--	--	--	--	--	--



POST-QUESTIONNAIRE DISCUSSION

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:

- What is your overall impression of the questionnaire?
- Did the questionnaire teach you anything new about your job?
- Are there any important aspects of your job not covered by the questionnaire?
- Do you have any comments (positive or negative) about the questions?
- Has the questionnaire changed your idea of the role of a protected area manager?
- Would you have identified (or did you identify) your training priorities differently before reading the questionnaire?
- 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).

- How would you evaluate the quality of the training in your department? Is more needed? Is better quality training needed? What are your suggestions?
- What kinds of training materials have you received? What is the source of these materials? On whose initiative have you received these materials?
- What constraints other than training do you face in your job?
- What are your three priority needs to fulfill your mandate as a protected area manager?

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

- Group size
- Time taken to complete the questionnaire
- If interviewee is known to the interviewer, relevant details about the interviewee (e.g., experience, intellect, in what capacity known, and how long known)
- Perception of overall level of comprehension of interviewees (including number of questions asked)

AMPLIFICATION OF RESPONSES

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). Other questions are used as prompts to provide an indication of the quality of the responses given to the questionnaire (see Indicative Information). In addition, the regional managers conduct on-site visits whenever possible and attempt to verify the validity of responses.

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.

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.



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? _____ Nongovernment? _____ 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 _____

Biological monitoring program? _____

Community liaison effort? _____ (describe)

Tourism program? _____

Safari hunting program? _____

Research program? _____ (describe)

Reserve-level training program? _____

Annual funding for training _____

% of annual budget _____

Other (Specify) _____

No. of reserve employees _____

No. of monitors _____

No. of employees _____

No. of employees _____

No. of employees _____

No. of researchers _____

No. of trainers _____

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 and number 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 are they found in the 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 species present in reserve that are important ecologically?
Which?
In what way? What role do they play?
If their numbers 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 _____

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 nonrenewable 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?

V. TRAINING OPPORTUNITIES ASSESSMENT

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). All available training materials and curricula are collected from the various training sources.

training sources are collected. Trainers may also be asked to fill out the needs assessment questionnaire 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.

To make preliminary assessments of the training sources, any available evaluations or reports on the

Training Institution's Background Information	
Name	_____
Years in existence	_____
Type: governmental	_____ nongovernmental _____ 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	_____ Extension/Education
_____ Reserve Management	_____ Tourist Operation
_____ Policies/Procedures	_____ Other (specify _____)
_____ Legal Planning	
_____ Forestry	
_____ Business	
_____ Administration	
_____ Planning	
_____ Financial Planning	
_____ Personnel Management	
Number of different programs within institution	_____

... Continued



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)



As time permits, 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 using 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.

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 Industry
Tourist management	Hotel school Business school Tourism and safari companies
Law	Law school Law firm
Infrastructure	Engineering firms Department of Roads training center
Strategic planning	Business school Consulting firms Industry

The following are four major categories of institutions that have the potential to provide training and some examples of these types of institutions:

- 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 - Namibia
- Private Institutions:** Law firms
Accounting firms
Construction firms
Vehicle repair facilities
Hotels
Safari companies
Tourism operators
Travel agencies

Development or Conservation Projects: Across the continent

Regional managers interview fairly senior members of chosen institutions. If training is not offered, they investigate future training possibilities. Regional managers explain that PARCS is looking for nontraditional sources of training, and information is being gathered on existing training institutions and private firms with expertise in specific fields. If they are interested in the concept, regional managers pursue additional information (see Alternative Training Opportunities Questions).

BSP is building a database of selected training opportunities discovered through the PARCS assessment. 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 United Kingdom, the United States), 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.

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? In general, what experience and education do they have? 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., nonmatriculated 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 take only 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?

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?

Does your staff speak the local languages?

How long has your organization 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 has your organization existed and how long does it expect to exist in the 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?

Does 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?



VI. POST-ASSESSMENT ACTIVITIES

After the training needs and opportunities assessments are completed, the regional managers follow-up on their work through repeat visits and information exchange with the rest of the PARCS team.

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

FOLLOW-UP VISITS

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.

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.

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.

FEEDBACK

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

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 meetings for the entire PARCS team are scheduled throughout the year.



VII. DATA ORGANIZATION AND ANALYSIS

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 then are sent to Nairobi for data entry. Data entry is done throughout the life of the project.

PARCS REFERENCE NUMBER

A reference number system has been designated for each completed questionnaire. This system involves a unique number/letter combination and allows 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.

DATA SHEET A

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 the 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.

DATA SHEET B

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 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 respondent's 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).

DATA SHEET C

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), or 4 (good). The figure 1 or 2 indicates a training need; a 3 or 4 indicates no training need.



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: **One number for position in organization of person being interviewed (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				

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**

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 is filling in the form

Compartment 8: **Gender 1 column**

Male: 0 Female: 1



DATA SHEET D

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 that create rapport for instruction;
- A11. ensuring that staff are suitably equipped as regards their training and tools (equipment) needed to perform efficiently;
- A12. never criticizing 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. discouraging activities contrary to the ethics of conservation (e.g., off road driving, killing animals, animal disturbance);
- B8. providing incentives for conservation staff, especially the low-paid wardens, for outstanding performances to motivate them;
- B9. teaching costs and benefits of conservation;
- B10. studying past conservation efforts and plans and causes of their successes and failures;
- B11. providing necessary working tools;
- B12. rewarding 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.

DATA SHEET E

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).



DATA SHEET F

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.

Column 20 is for other. A Z in column 20 indicates 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.

DATA SHEET G

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

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 (two-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.

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.

PARCS DATA SHEET A

Parcs Ref. No:	Compartment No: A1 to K1	Comment added under 'Accountability & Responsibilities'

PARCS DATA SHEET B: KNOWLEDGE

PARCS Ref No:		Question #	Score A	Validation B	For B & C For E & F Skill level C	key: 0=n/a 1=none 2=some 3=working 4=in-depth score 0 for any -ve value			D A-B or B-A	E A-C	F B-C
TECHNICAL		1	3								
		2	4								
		3	4								
		4	4								
		5	4								
		6	4								
		7	4								
		8	3								
		9	2								
		10	3								
		11	3								
		12	3								
		13	4								
		14	3								
		15	2								
		16									
		17	3								
sub-total											
MANAGEMENT		18	3								
		19	3								
		20	3								
		21	3								
		22	4								
		23	3								
		24	2								
		25	3								
		26	3								
		27	3								
sub-total											
PLANNING		28	3								
		29	4								
		30	4								
		31	4								
		32	3								
		33	2								
		34	2								
		35	2								
		36	4								
		37	3								
		38	4								
		39	2								
sub-total											
LEGAL		40	4								
		41	4								
		42	2								
		43	4								
		44	4								
		45	3								
		46	3								
		47	4								
		48	4								
sub-total											
POLICIES / PROC		49	4								
		50	4								
		51	3								
		52	4								
		53	3								
		54	3								
		55	3								
		56	4								
		57	3								
		58									
sub-total											
FINANCIAL		59									
		60									
		61									
		62									
		63									
		64									
sub-total											
TOTAL											

PARCS DATA SHEET C: MENTAL AND SOCIAL SKILLS

PARCS Ref No:			key: 1=none 2=poor 3=satisfactory 4=good				
	Question #	Yes (1)	No (0)	Skill level (1 in appropriate column)			
				1	2	3	4
C O M P R E H E N S I O N	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
sub-total							
P R O B L E M A N A L Y S I S	13						
	14						
	15						
	16						
	17						
	18						
	19						
	20						
	21						
	22						
	23						
sub-total							
C R E A T I V I T Y	24						
	25						
	26						
	27						
	28						
	29						
	30						
	31						
	32						
	33						
sub-total							
E V A L U A T I O N	34						
	35						
	36						
	37						
	38						
	39						
	40						
	41						
	42						
sub-total							
O R A L	43						
	44						
	45						
	46						
	47						
	48						
	49						
	50						
sub-total							
W R I T T E N	51						
	52						
	53						
	54						
	55						
	56						
	57						
	58						
59							
sub-total							
W O R K I N G w i t h O T H E R S	60						
	61						
	62						
	63						
	64						
	65						
	66						
	67						
	68						
	69						
sub-total							
TOTAL							

PARCS DATA SHEET F: RESPONDENTS' 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	A	F	I	J	O	2	A	F	I	J	O	2	A	F	I	J	O	
	2	A	F	I	J	O	2	A	F	I	J	O	2	A	F	I	J	O	
	-	-					-	-					-	-					
	1	K					1	K					1	K					
	8						8						8						

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

PARCS DATA SHEET G: SUMMARY OF TRAINING RECEIVED

PARCS Ref. No:																		
key: 1=formal wildlife institute, 2=other formal training, 3=in-service, 4=on-the-job, 5=other (Fill in 1 or 0)																		
Type of training	Knowledge						Mental & social skills							Attitudes			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
1. 0-2 yrs																		
3-5 yrs																		
6-10 yrs																		
> 10 yrs																		
2.																		
3.																		
4.																		
5. (specify) - - -																		



ANALYTICAL QUESTIONS

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 inquiry, 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 difference 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?
- Compare types of training received by PAMs, in respect to years of service, that have 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?

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?



VIII. REFERENCES

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in Africa."*

United Nations Food and Agriculture
Organization.



OBTAINING PARCS REPORTS

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African Wildlife Foundation
PO Box 48177
Nairobi, Kenya

Tanzania Report
College of African Wildlife Management
PO Box 3031
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Central Africa Reports *(Burundi, Cameroon, Congo, Rwanda, and Zaire)*

Wildlife Conservation Society
International Programs (Africa)
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Southern Africa Reports *(Botswana, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe) and Southern Africa Regional Report*

World Wildlife Fund
East and Southern Africa Program
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Washington, DC 20037 USA

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