Regional Training

- Training course to be held in software on 6th April as part of SADC RESG Meeting.
- Maybe as many as 50 people attending
- Camtasia Videos being developed to facilitate self-training and make the software as stand-alone as possible.
- Software to be given out free
- However support/further customisation will be for agencies account unless additional funding can be secured.

Assessment of capacity-building for rhino conservation (D. Cumming)

Sustainability Assessment of Capacity Building Tasks
SADC Regional Program for Rhino Conservation

Task 6.1 – 3.1
Report by David Cumming

Planned Programme Outputs

Output #4: Enhanced technical capacity for rhino management agencies
4.1 Training individuals in agencies in specific activities
4.2 Produce technical manuals … [on] rhino management, monitoring and protection

Output #5: Participation and/or enhanced awareness of local communities of rhino conservation in pilot areas
5.1 Produce appropriate posters, education material, etc.
5.2 Facilitate informer reward schemes
5.3 Promote options for local communities benefits

Output #6: Better understanding within region of technical, economic and socio political factors that are relevant to rhino conservation

Conserving an Endangered Species: What Capacity and Expertise is required?

1. Field management:
   Monitoring, habitat assessment, water, fencing, protection – patrolling & surveillance, capture, translocation, population management for maximum growth

2. Range expansion and restocking
   Identifying new areas, assessing options & priorities, meta-population management

3. Law enforcement
   Policies, laws, legal instruments and their drafting, deterrent penalties, crime investigation, prosecution, intelligence & informers, reward systems

4. Public awareness, public and political support

5. Training capacity

   Key rhino conservation issues?

Capacity Building & Training - Products

A. TRAINING COURSES

Course	No. Courses	No. Areas
1. Rhino Monitoring	8+ ?	13
2. Scene of crime reporting	4	5
3. Awareness in rural schools	2	2 (Sw & Zw)
4. Habitat assessment	?	?

GAPS ?
- Radio collars
- Capture and translocation
- Management decisions and strategies
- Meta-population management
- Water resources and dispersion
- Assessing areas for restocking
- Surveys and populations estimates

Capacity Building & Training - Products

B. SOFTWARE DEVELOPMENT AND TOOLS (14 Areas)

Software	Rec'd	Installed	In use
1. *Wildb* - local	7	7	7
2. *Wildb* – National	?	1	1 (Sw)
3. *Wild xl* Pop. performance	2	-	-
4. Patrol effort	0	-	- (1 trial?)
5. Black Rhino CC.	1	0	0
6. RHINO 2. Pop Estimation	4	4	0
7. Rhino horn databases	0	-	-
8. Law database	1	1	1 (Sw)

GAPS ?
-Simple systems – e.g Namibian "Workbook Monitoring System"
- Provision for ongoing software servicing and maintenance

Review of Training Needs Assessments

Documents reviewed:

1. Child & Sefu (1987) Needs & priorities for protected area managers
2. Pitkin (1995) *PARCS:* Training needs & opportunities among protected area managers in Eastern, Central and southern Africa
3. Bell et al (1995) SADC Wildlife sector TNA - Report to the EU
4. Munthali
5. Blok (2003) Training needs Assessment for MET, Namibia

Review of Training Needs Assessments

Conclusions:

1. TNAs have mostly been ignored and had little impact
2. Lack of follow up is a symptom of a deeper malaise in the wildlife sector in the region
3. Despite its growing economic importance wildlife sector continues to be sidelined in national development agendas
4. Before doing further TNAs it would be prudent to explore:
   - The root causes of the continuing failure in skills development
   - The apparent inability of many wildlife departments to establish sustainable in-service training and staff development systems

   HIV-AIDS and its impacts ?

Training Needs – Questionnaire returns

Returns received from 14 protected areas;

Nambia 4, Kwazulu-Natal 4, Swaziland 2, Zambia 1, Zimbabwe 3

A. No of staff in different categories

Category	No.	%
Ranger	566	86.5
Warden	51	7.8
Senior Warden	24	3.7
Ecologist	13	2.0
Total	654	100

Training Needs – Questionnaire returns

Returns received from 14 protected areas;

Nambia 4, Kwazulu-Natal 4, Swaziland 2, Zambia 1, Zimbabwe 3

B. Training levels and needs

Category	No.	%
Rhino full-time	226	35
Rhino part-time	300	46
Not trained	233	35
Experience <2yrs	103	16
Experience >2yrs	302	46
Need training	415	64
Potential trainers	138	21

In-service Training Resources – Questionnaire returns

C. Potential trainers – Field Management

	Na	KZN	Sw	Za	Zw	Tot
1. Rhino monitoring	20	8	1	1	8	40
2. Tracking	14	9	2	0	14	39
3. Pop. Performance	3	4	1	1	1	10
4. Habitat assessment	3	5	1	1	0	10
5. Water & fencing	9	4	2	4	1	22
6. Capture & Transl.	3	4	1	1	3	12
7. Surveys, Pop. Est.	3	5	1	2	1	12
8. Use of *Wildb*	3	0	1	2	2	7

Similar data available for: Law enforcement,
                                      Reintroduction & range expansion
                                       Public Awareness
                                       In-service Training

Training Expertise & Resources – Colleges, Univ., NGOs

1. **Field Ranger Training**
   - Gorongosa, Mushandike,
2. **Training Colleges**
   - SA Wildife College, Mushandike, Botswana, Mweka
3. **Universities**
   - Undergraduate: Pretoria - Wildlife Mgmt.
   - Post-graduate: Pretoria, Wits, UCT, UZ
4. **NGOs**
   - International: WWF, IUCN – AfRSG, FZS
   - National: SRT, EWT, Zambezi Soc.,

Training and Career Incentives

1. **Incentives for specialist skills?**
   - Depressed morale & few incentives in wildlife agencies
   - Problems of exceptions in large agencies
2. **Through-grades and points systems**
   - Workable but easily abused
3. **External recognition and awards**
   - Annual awards & prizes (e.g. best tracker)
   - ?

Sustainable Capacity Building – Options & Opportunities

1. **Magnitude of the training problem**
   - Training required in 25 skills areas
   - Covering 3 - 4 levels (Rangers, Wardens, Ecologists)
   - 28 Areas holding key populations = 1200 to 1400 staff
   - 65% in need of training

2. **Options**
   - Formal training courses at Colleges
   - In-service & on-site training
   - Training of trainers – 2 rangers and 1 Warden per Area = c. 60
   - Ecologists ? (exposure, research fellowships)

Concluding Comments

1. **In Declining economies ?**
   - Subsidies and NGO support for the long haul
   - Focus on in-service training capacity and training of trainers
   - Developing in-service training schemes with NGO support i.e. partnerships between NGOs and Wildlife depts.
2. **In Stable/Expanding economies (e.g. SA) ?**
3. **Partnerships and Consortia for the region**
   - Between conservation agencies
   - Between conservation agencies, NGOs and training colleges