

# Training Needs Assessment

In the key stakeholder institutions of the

UNDP/GEF 5 Kafue/West Lunga

Project

## Draft Training Strategy

22 November 2017



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## **LIST OF ABBREVIATIONS**

<b>CRB</b>	<b>Community Resource Boards</b>
<b>CBNRM</b>	<b>Community Based Natural Resource Management</b>
<b>GMA</b>	<b>Game Management Area</b>
<b>IP</b>	<b>Implementing Partner</b>
<b>TNA</b>	<b>Training Needs Assessment</b>
<b>WWF</b>	<b>World Wide Fund for Nature</b>
<b>TS</b>	<b>Training Strategy</b>
<b>BCM</b>	<b>Business Coach &amp; Mentor</b>
<b>IPT</b>	<b>Implementation Partner Training Department</b>
<b>UNDP</b>	<b>United Nations Development Programme</b>

## 1. EXECUTIVE SUMMARY

### The mandate

Marathon Management Consulting (Pty) Ltd (“the Consultants”) was mandated by the Department of Forestry and the Department of Parks and Wildlife to conduct a Training Needs Assessment (TNA) in favour of the Implementation Partners (IPs) of the UNDP/GEF 5 Kafue/West Lunga Project.

The main objective of the TNA is to develop a Training Strategy (TS) with the aim to “Strengthen Management Effectiveness and Generating Multiple Environmental Benefits Within and Around the Greater Kafue National Park and West Lunga National Park in Zambia” Project (hereafter referred to as “the Project”).

### Context

It is important to notice that although the mandate is to primarily focus on the design of a relevant TS, there are several key internal and external factors (“main influencers”) that directly impact the bigger landscape within which the TS must be successfully implemented.

The list of *main influencers* to be considered:

- i. **Nature and extend of Community Based Natural Resource Management (CBNRM):**  
Although the concept is a relatively well-established idea within the bigger SADC region, the CBNRM-model does pose a few serious *implementation challenges*; i.e. such as the impact of the natural movement of wildlife across human-set boundaries, the sometimes very long maturation cycles of natural habitat (before it can be commercialised) as well as time- and resource capacity constraints amongst stakeholders.

**It has to be acknowledged that the CBNRM model is a relatively complex methodology to successfully roll-out.**

ii. **Human Capacity:**

There is currently a relatively small number of actual IP staff at grass root level that can be further trained and empowered to support the communities through the further training of the Community Resource Boards (CRB's).

**The planned staff numbers for the future does look impressive, but the reality is that the current staff composition within the IP's does not possess enough capacity to maintain high enough levels of reach and impact.**

iii. **Legacy of the past:**

Given the historic context whereby it was mostly governments and private business that controlled the exploitation and especially commercialisation of natural resources, the local communities (and especially the traditional leaders) mainly played the role of 'spectators' and/or merely users of the natural resources.

There is therefore an obvious and significant gap between the historic position and involvement of the communities (now represented by the CRB's) as oppose to the future aspirations of GEF 5 – especially in terms of the following element:

- ➡ The historic management approach at a community (CRB) level was less towards a broad-based type of commercialisation and more towards maintaining traditional community practises.

**It is important to in future adequately focus on "change management" at CRB level especially to further prepare the proverbial fertile soil.**

iv. **Levels of Trust:**

A healthy working relationship between the United Nations Development Programme (UNDP), The GEF 5 Project Office, the two IP's and the CRB's are fundamentally important to create the ideal landscape for any future TS to succeed.

**It appears that there are certain relational obstacles in this regard that have not been adequately addressed yet – it needs to be dealt with sensibly to ensure *optimal stakeholder alignment across the wider stakeholder audience.***

## The TNA Process

As was layout in the Inception Report (dated 6 September 2017), the TNA process consisted of the following action steps and focused on delivering a set of outcomes required to determine the content of the TS:

Process	Stage	Key Outcomes
Planning	<b>Inception Report</b> Planning for the assessment process <i>"What are we really trying to do and why?"</i>	A clear understanding by the assessment team of responsibilities for conducting the assessment, resources available and boundaries in which the assessment will occur.
	<b>Situation analysis</b> <i>"Big Picture" - "What must be achieved, but who and what is stopping us?"</i>	A clear understanding of what the IP's and key stakeholders would like to achieve, current challenges and stakeholders that need to be involved.
Analyse	<b>Action analysis</b> <i>"What are the critical actions that must be implemented and by whom?"</i>	The identification of critical actions that must be implemented and those stakeholders responsible for implementation and action.
	<b>Capacity Assessment</b> <i>"Who has the capacity to implement the critical actions"</i>	Assessment of the current capacity of individuals within IP's to implement the critical actions.
	<b>Needs Analysis</b> <i>"Where are the gaps?"</i>	Determine the capacity needs of key individuals in terms of knowledge (awareness +understanding), skills and attitudes.
	<b>Review existing training programmes &amp; courses</b>	<ul style="list-style-type: none"> <li>Assess the current offerings</li> <li>Assess the pricing</li> <li>Identify the further gaps</li> </ul>
Document	<b>Final Report of TNA</b>	<ul style="list-style-type: none"> <li>Training strategy</li> <li>Detailed annual training plan with a schedule, and costs</li> </ul>
Review	<b>Review and reflection</b>	Monitoring framework to assess the performance of the plan and strategy.

The Consultants can confirm that due process has been followed according to the Diagram above.

- The List of Annexures later herein explained will serve as documentary proof of the TNA process applied.

## Key Thematic Drivers

To ultimately deliver a relevant and authentic TS, it is the Consultant's view that *three (3) thematic drivers* need to be studied and applied.

These drivers most definitely influenced the TS content and the way that it should be approached; i.e.

### ➡ Strategic Challenges

There are certain strategic themes that should be further unpacked and debated to allow the TS the opportunity to optimally impact the GEF 5 Outcomes.

### ➡ Structural Challenges

There are a few infrastructure and other physical resource challenges that unfortunately limit the required progress in some key areas of development.

### ➡ Working relationship Challenges

The IP, GEF 5 and UNDP interaction is not always at an optimal level and, in the process, some of the GEF 5 Initiatives are not always being managed as effectively and productively as required.

## The core of the Training Strategy

The main influencers (referring to the Context discussion earlier as part of the Executive Summary) and the abovementioned thematic drivers jointly determined the content and approach that the Consultant followed in formulating a relevant Training Strategy.

The TS is therefore a detailed summary of the various *viewpoints and recommendations that the Consultant believe can and will positively affect* the future impact the GEF 5 Outcomes.

## 2. INTRODUCTION TO TRAINING STRATEGY

### 2.1 The Purpose of the TS

It is essential to remember that whatever the main Stakeholders finally decide to implement as the preferred TS, it must always relate back to the following *high-level Project outcomes to be achieved*, i.e.

- ➡ the IP staff being adequately equipped to influence and assist the CRB's in becoming:
  - i. better placed in natural resource protection;
  - ii. effective managers (especially of commercial activities);
  - iii. able at the improvement of financial sustainability of the forestry and wildlife resources;
  - iv. better CBNRM facilitators; and
  - v. capacitated to improve their capacity for resource monitoring and research.

### 2.2 TNA outcomes & insights – the Annexures

As part of the TNA process, both the Situational Analysis (the focus on understanding the strategic landscape) and the Needs Analysis (focusing on the various training related needs) provided much valuable insight into the formulation of a relevant TS.

The detailed steps and outcomes are herewith confirmed by listing the various Annexures and explaining how the various inputs and outcomes have influenced the formulation of the TS.

#### 2.2.1 Annexure A – The Action Analysis

##### Content

This annexure stipulates all the relevant GEF 5 Objectives as per the two commonly known *Project Components*:

- It lists all the supporting Initiatives and Activities that the two IP's are being involved in to support the various GEF 5 Objectives.
- It also covers the role of the two IP's in terms of the various areas of responsibility.



### Outcome

The Action Analysis has enabled the Consultant (according to its professional view and experience) to pre-empt and identify a *list of Core skills required* to further drive the GEF 5 Objectives.

- ➡ These Core skills then furthermore formed the basis of the Questionnaires as later being explained in Annexure D.

## **2.2.2 Annexure B – the Interview Guide**

### Content

The Situation Analysis primarily influenced two key processes, i.e. the formulation of the Action Analysis as well as the Interview guide attached hereto.

- The Interview Guide had to steer the Consultants towards asking specific questions to the various IP staff regarding their personal experiences and needs relating to the GEF 5 intended outcomes.
- The Interview Guide merely provides an indication of the standard questions and discussions that the Consultant conducted at a grass root level.

### Outcome

The various Interviews (20 of them that were conducted across the two IP's – in primarily Lusaka, Chsumba, Mumbwa and Chilange) enabled the Consultants to further identify and understand the *three main thematic themes* as will be explained in Paragraph 2.4 hereinafter.

## **2.2.3 Annexure C – the Job Task Analysis at a high level**

### Content

The annexure provides a high-level summary of the various positions per the two IP's and is being divided into 4 areas of work, i.e.:

- i) Strategic
- ii) Technical
- iii) Operational
- iv) Managerial

### Outcomes

It was evident from this Analysis that the job requirements of the various IP staff members (especially those staff working more closely with the Communities and CRB's) lend towards a *multi-skilled and well-balanced individual*.

- In other words, the IP staff involved with the CRB development should possess much *more leadership and management ability and skills* than merely the traditional emphasis on technical and operational skill.
- A list of all relevant Core Skills required could be formalised – see Annexure D.
- The Training Priorities Diagram (see Annexure E attached) hereinafter discussed, will serve as further proof of the actual needs and requirements at grass root level.

The Consultants therefore concluded that the future TS will have to put much more emphasis on the so called 'softer' skills, i.e. developing *Strategic and Management capacity*.

## **2.2.4 Annexure D – the Questionnaires**

### Content

This annexure is the complete list of *identified Core skills* that had to be assessed in the form of 3 high level questions, i.e.

- 1) Experience;
- 2) Exposure, and;
- 3) Learning needs.

IP staff at various levels across the two IP's had to complete these questionnaires as to enable the Consultants to further evaluate the real needs and gaps.

### Outcome

Input gathered to enable the consultancy to prepare a Training Priority sheet.

- ➡ Annexure E is therefore the Consultant's interpretation of the feedback received in the form of a Skills Needs and Gap summary; finally resulting in a Training Priority sheet.

## 2.2.5 Annexure E – Needs and Gaps Findings & Training Priorities

### Content

The annexure lists the various Core skills according to the Consultant's formula – i.e. whereby the identified needs and gaps have been measured against each other to determine the *more immediate training priorities* in terms of the various GEF 5 Project outcomes.

### Outcome

A recommended Training Priority sheet.

## 2.2.6 Annexure F – the relevant IP staff composition

### Content

The annexure lists the actual number of IP staff per the relevant positions within the two IP's.

### Outcomes

The Consultant realised that there are actually a very small number of individuals that are currently eligible (with the emphasis on the number of potential beneficiaries) for further training in terms of the *Training Priority Sheet*.

➡ Therefore, it has become clear that the *Capacity challenge is significantly bigger than the Skills development challenge*.

## 2.2.7 Annexure G – the TS roll-out structure

### Content

- The annexure lists the *two levels of Training (Development & Exposure)* that according to the Consultant has to be the main training focus points required towards the end of 2019.
- The document furthermore stipulates the *identified Training Beneficiaries*, the list of *Service Providers* and at what indicative cost the Training can be conducted per groups of 10 people.

### Outcome

An Indicative high-level Training Plan and Budget to support the addressing of the Training Priorities.

## 2.2.8 Annexure H – the Monitoring and Evaluation Framework

### Content

The document contains the preferred monitoring and evaluation framework for the evaluation of the TS at three (3) levels:

- Quality of Training (immediate);
- Impact of Training (delayed), and
- Success of the TS.

### Outcomes

A guideline and tool for the designated IP representatives (as being the accountable training leaders) to ensure that the various Development and Exposure initiatives do support the drive to:

- ➡ offer best practise interventions, and;
- ➡ deliver the required impact on the achievement of the TS.

## 2.3 Three underlying pre-requisites of the TS

In the Consultancy's professional view and based on previous experience of the Consultant in this regard, it is being recommended that the TS must comply with a set of *basic prerequisites as the minimum criteria* to ideally position the TS as an enabler of the GEF 5 Project outcomes:

### 2.3.1 Stakeholder Buy-in and commitment

It is essential that the various stakeholders both believe as well as fully engage into the ideal TS.

### 2.3.2 Relevance and authenticity

It is important that any training intervention need to be topical (relevant), in line with the actual needs and context of the training delegates, and finally, comply and exceed reasonable learning standards required.

### 2.3.3 Sustainability and value-adding

The future training interventions must be able to scale, be duplicated and remain competitive in its offering to avoid a lack in continuity or impact.

## 2.4 The Thematic Drivers

### 2.4.1 Strategic Challenges

Over and above the already discussed *main influencers* (referring to the relevant section in the Executive Summary), it is evident that the Project is currently behind schedule for several reasons.

According to the Project Mid-term report (June 2017), it is now clear that the Project office together with the IP's must actively and continuously engage in several immediate and interim initiatives to significantly expedite the Project's further progress.

- ➡ The application of a relevant training strategy is most definitely one of these initiatives to receive the necessary focus.

Therefore, from a training perspective, the Consultancy has identified a list of strategic challenges that should be accommodated in the design of the final TS, i.e.

#### 2.4.1.1 The future Independence of the CRB's:

There are two (2) schools of thought within the bigger stakeholder landscape:

- 1) one of the opinion that the CRB's need to and could become more independent as from the influence and guidance of the two IP's;
- 2) whilst the other group believe that the CRB's will hardly become able to operate more independently from the IP's.

**To ensure future relevance and success in terms of the ideal TS, it is recommended that the key parties clarify this matter as it will have an impact on the ability of the TS to meet the reasonable expectations of both the IP's as well as the UNDP.**

#### 2.4.1.2 The nature and extend of the various Business Models at a Community (CRB) level:

It appears that because of the more recent focus on the Public Private Partnerships (PPP's) and Wildlife Estate Management as potential solutions to the future commercialisation of some of the Game Management Areas (GMA's), and in particular the relevant CRB's, the Project office will increasingly be faced by the implications of a *diversification strategy* (i.e. resulting in different categories of CRB's).

**The abovementioned diversification strategy might lead to additional complexity in the TS, as the latter will have to cater for more development themes and remain flexible and relevant to the context of the different categories of CRB's.**

#### **2.4.1.3 The achievement of a 'triple bottom-line' strategy, and impact:**

Whatever the TS ultimately consists of in support of the GEF 5 initiatives, it must be able to balance *three impact themes*:

- 1) Conservation (sustainability);
- 2) Revenue (commercial growth), and;
- 3) Social impact (healthy community life-styles).

**The TS must maintain a balanced approach and support a healthy connection and interaction between all three the above-mentioned impact themes.**

#### **2.4.1.4 The achievement of certain milestones (successes) in terms of the GEF 5 – i.e. the credibility challenge at CRB level:**

From primarily an emotional point of view and to ensure on going, high stakeholder engagement levels, it is required (and recommended) to also celebrate break-throughs and/or victories within the Project.

In view of the relatively limited successes at CRB level<sup>1</sup>, especially in terms of the *Commercialisation focus through the design and implementation of Land Use Plans*, it is important to acknowledge the potential low motivation, morale and/or confidence levels amongst some of the IP staff members.

- Given that the IP's however still believe that these Land Use Plans are absolutely key to the future successes in the GEF 5 Project, it is important that the approach of the TS align with and focus on this key strategic matter.

**The TS must therefore be able to support and encourage both the IP staff members and the CRB representatives to remain committed to and engaged in the various GEF 5 objectives.**

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<sup>1</sup> According to all information, only 30 Land Use Plans has been completed to date, and a further 46 are still outstanding.

## 2.4.2 Structure Challenges

There are a few structural realities that need to be addressed in a responsible manner to offer the TS the opportunity to have maximum, positive impact.

### 2.4.2.1 The eligibility of CRB's

Like the variance in business model types (see paragraph 2.4.1.2), it is also safe to argue that the eligibility (capacity) of the CRB's are indeed at very different levels.

**Hence the IP's need to remain flexible and adaptable in terms of the application of the TS solutions. It is not advisable to merely apply a "one size fits all" approach.**

### 2.4.2.2 The composition of the CRB's

As the CRB officers are only appointed for a period of 3 years each, the TS must take into consideration the fact that the various CRB training beneficiaries (i.e. the Chairperson and the other members of the Board) will keep on changing office.

**Continuity is therefore a key challenge that needs to be addressed in the TS approach.**

- ➡ In terms of the current CRB model, it appears that the *Secretariat* (being employed by the respective CRB's) is the key position to at least partially support the drive to establish a spirit of *continuous learning at CRB level*.
- ➡ The same applies for the *Village Scouts* that recently became more and more prominent in the role-out of GEF 5 initiatives at CRB level.

### 2.4.2.3 The resourcing of the IP's

Referring to Annexure F (the current list of officers in position per the two IP's), it is noticeable that in general the two IP's at grass root level, are both significantly understaffed, resulting in:

- ➡ Too many challenges and responsibilities in terms of GEF 5 initiatives, and too little human resources to deliver the combination of initiatives.

- ➡ The ultimate challenge with the TS is more *to equip the right profile and number of IP staff* than merely transferring further skill or knowledge to a base of IP staff that might feel either overwhelmed or even discouraged.

**It is therefore equally important to also plan for growth in human resource capacity (numbers) as to apply the right Training Strategy.**

#### **2.4.2.4 The positioning of the Extension Officers**

In terms of the current functioning of the IP's, it appears that the *Extension officers play a vital role* in the delivery of GEF 5 related development interventions at CRB level.

According to the IP's latest input, it is most likely that a transfer of these extension officers from the IP's to the Local District Councils will soon take place.

- ➡ The underlying concern raised is that these officers might become too distanced from the future IP related training interventions.

**Hence the TS will have to be extended to also include the efforts of the District Councils in this regard.**

#### **2.4.2.5 Physical Constraints and Infrastructure resources**

The Situational analysis together with the Interviews conducted, highlighted the significant shortcomings in the current infrastructure and resource capacity – resulting in a level of inability to effectively roll-out all the required training interventions, the most important ones being as follows:

- 1) The lack of both an adequate number of local *Training centres* and/or well-equipped facilities being located close enough to the majority of GMA's
  - The only existing Training centre close to the GMA's related to Kafue and West Lunga is the one in Kafue, at Chsumba.
- 2) The *lack of basic equipment* at the various IP offices
  - Often it happens that IP staff are being trained (in especially the technology field), but upon return to their respective offices, the lack of equipment (such as hardware) avoid them to engage in further self-learning and/or application of the knowledge gained.



### 2.4.3 Working relationship between the IP's, the GEF 5 Project Office and the UNDP

It is essential that mutual trust is established between all the main stakeholders and therefore the maintaining of healthy working relationships always require the necessary time and effort.

#### 2.4.3.1 Capacity and Engagement

From the interviews it became evident that both IP's are either under-staffed or slightly in the dark regarding the various expectations and detailed plans supporting the GEF 5 project.

- Although most individuals fully support the good intent and possible outcomes of the GEF 5 Project, there is still a general lack in a *detailed understanding of what exactly is expected of them at grass root level.*
- Being understaffed in many of the critical positions, such as Extension officers, Liaison Officers, Field Technicians etc., it appears that the list and combination of the various Project activities (see the Action Analysis in Annexure A) are slightly overwhelming.

**The mere provision of further relevant training as in terms of the proposed TS is not the only or primary answer to the GEF 5 challenges – it is as important to *fill the human resource gaps and equipment (technology and transport) and actively engage in the steering of the Project activities in an acceptable manner.***

#### 2.4.3.2 Structural and Relational dynamics

There are other IP related internal and external dynamics that also need to be taken into consideration in applying a relevant TS, i.e.

##### Structural challenges

The Consultant has concluded that the *current working relationship between the two IP's, the Mumbwa Project office and the GEF 5 UNDP office* present some co-operation challenges.

It is essential to overcome these before successfully implementing the proposed TS.

- Both the IP's have appointed an *internal GEF 5 Project Convenor that represents the respective Directors* in the steering and monitoring of the various GEF 5 activities.

- The *two Convenors interact with the Mumbwa Project office* as well as the two Directors in the IP in order to drive the required planning and execution of the various GEF 5 activities.
- The successful delivery of the Project activities is therefore a *joint effort* between the Mumbwa Project Office and the respective Project Convenors at the IP level.
- The Mumbwa Project Office on the other hand interacts with the GEF 5 office at UNDP whom is *primarily responsible for the Resourcing and Funding of the various activities*.
- The respective HR departments (usually involved in the planning and roll-out of training strategies related to their respective departments) in the IP's, are currently not directly involved in the GEF 5 project, also not from a Training Perspective.

### Relational Challenges

The following relational challenges need to be addressed:

- An obvious strategic and operational misalignment between the Convenors and the HR representatives within the IP's regarding the formulation and monitoring of GEF 5 related Training interventions has been identified.
- It appears that the final accountability and responsibility for developing and overseeing the GEF 5 related training strategy still need to be established at the right level.

Therefor,

- ➡ The future role-out responsibility of the proposed TS should be properly debated, i.e. as to whom will be responsible for what in terms of the *detailed planning and stakeholder management, and;*
- ➡ The *funding (budgeting) and approval of TS activities* need to be properly established at the right level – potentially being different to the current format.

### **3. The Training Strategy (TS)**

The Training Strategy documented hereinafter, will address the following themes:

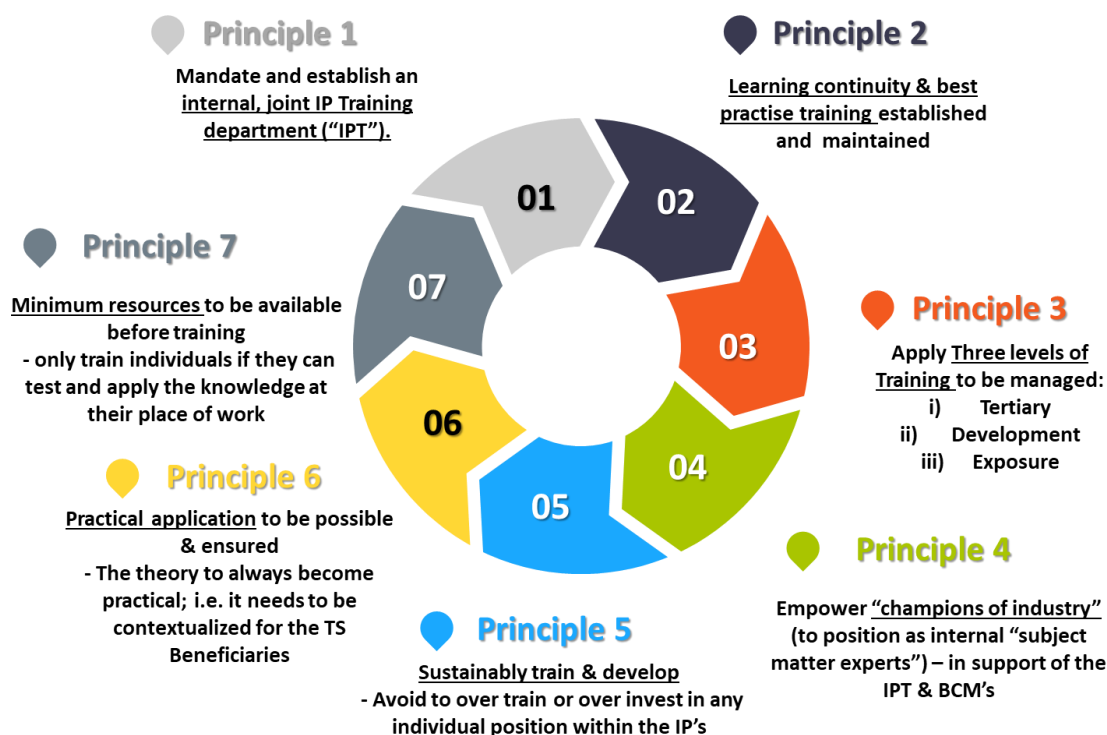
- **TRAINING AND DEVELOPMENT STRATEGY PRINCIPLES**
- **TRAINING STRATEGY GOALS**
- **HIGH LEVEL TRAINING STRATEGY**
- **TRAINING ORGANISATIONS**
- **TRAINING PROGRAM FACILITATION & DEVELOPMENT (MONITORING)**
- **ROLES & RESPONSIBILITIES**
- **TRAINING RESOURCES**

## THE TRAINING STRATEGY

### 3.1 Training and Development – Strategic PRINCIPLES

The training and development strategy principles are the guiding principles from which the Training Strategy (TS) should be delivered. The following diagram is a summary of the principles subsequently being elaborated on.

## Training Strategy Principles



#### Principle 1:

#### Establish an internal, joint IP Training department ("IPT")

It is essential to establish ownership (focus and accountability) of the TS under the supervision of a dedicated resource.

- ➡ The TS must ideally become the core responsibility of a well-equipped and focused Training Department with key individuals per the two IP's (or even on a consolidated basis for the two IP's jointly).

It is recommended that a designated and competent *Business Coach and Mentor* ("BCM") must take responsibility for:

- i) Leading the IPT, and;
- ii) Further empowering and developing the CRB's commercial capacity.

- ➡ Instead of the current split focus and diverse responsibilities reality for most of the IP staff, the IP's must rather focus all the relevant GEF 5 human development activities under the supervision of a BCM that will drive all the planning and execution of the future TS initiatives.
- ➡ The BCM's will ideally own and deliver the proposed TS.
- ➡ The BCM's will have to source the expertise and support of the various technical experts inside (and where required outside) the IP's; and the BCM will be responsible for ensuring that the GEF 5 Training related initiatives are well managed and delivered in conjunction with the CRB's.

## Principle 2:

### **Learning Continuity must be ensured**

In terms of the current structuring and functioning of the CRB's, it is ideal to shift the focus of training more specifically to the relevant individuals that are more likely to remain involved on a more continuous basis, i.e.:

#### **Category A (Community Level)**

- The Secretariat
- The Village Scouts

#### **Category B (IP level)**

- The Extension Officers
- The Project Officers
- The Community Liaison officers
- The Wildlife Police officers

#### **Notes:**

- ✓ The list of delegates above to be referred to as "the TS beneficiaries"
- ✓ In Annexure F all the actual staff (that should be deemed as TS beneficiaries) are being stipulated

**It is evident that currently there are merely too few staff to reach all the Communities with their further training interventions. It is essential to involve more CRB Board members in the various TS interventions, and not only the Chairpersons as currently the case.**

### Principle 3:

#### Three levels of Training need to be applied

It is recommended that the TS cater for three (3) types of Learning and Development:

- ➔ *Tertiary* – the focus on achieving **Qualifications (knowledge transfer)**

This level of training is primarily focused on the minimum academic requirements for a specific position within the respective IP's.

- ➔ *Development* – the focus on **Skill and Capacity growth**

This level of training will ideally focus on refresher short courses and workshops as continuing professional development, as well as an upskilling drive to ensure that the knowledge, skills and experience of all relevant individuals are maintained and enhanced in line with best practise.

- ➔ *Exposure* – the focus on **Idea stimulation**

This level of training is aimed at the delegates' broadening of perspectives, ideas and insights through a combination of study tours, visits to other similar initiatives etc.

#### Note:

- ✓ All three levels stipulated above might consist of both Technical (Industry specific) as well as Managerial (more generic business) themes.

### Principle 4:

#### **"Champions of industry" (established, internal 'subject matter experts') must be positioned in support of the BCM's and IPT's**

The idea is to appoint and further develop *a small team of experts internally* (within the IP's) that will be positioned as centres of excellence.

The various theoretical and academic themes required to ensure best practise applications at grass root level, need to be **identified**, and then **allocated** to some designated key individuals that will have to be accountable for the following:

- ➡ Remaining in touch with and at the fore front of developments in his/her field of expertise;
- ➡ Empowering all relevant staff with the necessary knowledge and understanding that is required to assist them in their various positions, and;
- ➡ De facto support the TS Beneficiaries and the BCM to enable and empower the CRB's with the relevant knowledge.

#### Principle 5:

##### **Sustainable training interventions**

- **It must be avoided to over train or over invest in any individual position within the IP's**

As already mentioned, there is currently a limited number of actual IP staff that can be equipped as the TS Beneficiaries.

Over and above the human resource (staff numbers) restrictions, the majority of the IP staff has *a much wider responsibility than merely the delivery of GEF 5 initiatives*. As such, there will always be capacity (skill and/or time) constraints to be taken into consideration.

- ➡ Therefor the TS roll-out should avoid expecting the same IP staff to be trained across multiple (read too many) disciplines, and furthermore expect them to then also further train the CRB's.
  - This is a mammoth task and should, in the view of the Consultant, not be reasonably expected of them.
- ➡ To over stretch or unreasonably expose the current, small group of TS beneficiaries, is not ideal.
- ➡ It is also important to set *reasonable expectations* of the general IP staff, AND rather raise the expectations from the designated IPT and the TS beneficiaries that they will have to serve.

#### Principle 6:

##### **Theory to always become practical; i.e. it need to be contextualised for the TS Beneficiaries**

As previously mentioned under the Strategic challenges section, there are several Business Models currently developing at CRB level.



It became evident during the interviews that the CRB's furthermore differ in terms of aspects such as its sub-regional context, cultural dynamics and the levels of ability of CRB members.

- ➡ To adequately position the various TS initiatives, it is advisable that the TS allows the BCM's to adjust their approach and application to suit the individual context of the CRB; and to ensure optimal learning impartation.
- ➡ It is important to always assist the TS beneficiaries to guide the CRB's to respond to learning by means of agreed plans and initiatives that can assist in embedding the theory into their respective contexts.

**Flexibility in both the content and approach is essential to make the relevant impact on the CRB's.**

#### Principle 7:

**Only train TS beneficiaries and/or CRB's when it is practically possible to apply the knowledge**

It is both financially irresponsible as well as demotivating to expose any individual to learning that he/she cannot apply due to any lack of equipment or further support required at grass root level.

**It is recommended that no training must take place when the knowledge gained cannot be effectively applied in practise due to a lack in resources of whatever kind.**

### 3.3 Training Strategy Goals

The TS Goals are mainly determined by a combination of the:

- Intended **GEF 5 Outcomes** (with specific reference to the 2 Components and the respective supporting objectives), and;
- **Strategic Challenges** discussed under paragraph 2.3.1.

Please note that:

- ➡ In the Action Analysis attached hereto as Annexure "A", it is evident that there are several initiatives and actions required to support the various Project outcomes.
- ➡ The Action Analysis also highlights the fact that both IP's have a significant challenge in maintaining focus and capacity to attend to all their responsibilities.

- ➡ As mentioned previously, there is merely not enough staff at all the key levels of work to sustainably commit them to deliver on the empowerment of the Communities to meet the demands of the Project.

### **The Goals**

The **Measurable Goals** (per calendar year) to ideally govern the performance of the TS, are being proposed as follows:

- 1) Addressing all the training Needs (“the gaps”) as identified in terms of the Questionnaires & Interviews – see Annexure E as a summary of the Core Skills Gaps identified;
- 2) Improved levels of engagement towards the GEF 5 Outcomes at CRB level
  - To be 70% Buy-in at least (to be determined by Surveys);
- 3) An agreed, minimum number of TS Beneficiaries to be involved in ongoing Training Interventions as in terms of the Principle 3:
  - IPT’s and BCM’s established on behalf of both IP’s, and;
  - Joint training Academy’s in the form of a Learning Centre for the two IP’s;
- 4) Improved Training Infrastructure:
  - New generation Training Centre established in either Mumbwa or Lusaka, and;
  - Minimum levels of basic equipment allocated to the two training centres of Parks and Wildlife and Forestry;
- 5) An agreed number of CRB related Training Interventions conducted by the TS Beneficiaries for all the established CRB’s in terms of the GEF 5 Project;
- 6) An agreed number of Land Use Plans transformed into:
  - officially formulated Business Models at a CRB level, and;
  - Formalised Conservation Farming Practises;
- 7) Increase in Revenue of all the established CRB’s of at least 10% year on year;
- 8) Wildlife Stocking rates increasing by x % at a year on year basis;
- 9) Reduction in Areas burned to agreed minimum %;
- 10) Reduced GHG emissions to agreed minimum %, and;
- 11) Higher levels of Women Representation at CRB level to agreed minimum %.

### **Note:**

See the *Action Analysis* again as a summary of all the Project Goals being combined with the Training Goals, and to also see the list of IP staff that are responsible to deliver these Goals.

### 3.4 Training Strategy at a High Level

The TS effectively consist of four (4) themes, and is hereby listed as follows:

- 1) Critical Criteria;
- 2) Three Training Categories;
- 3) Three Training Platforms, and;
- 4) Roll-Out Structure.

#### 3.4.1 Critical Criteria

Together with the basic prerequisites that were explained in the Introduction to the Training Strategy (see chapter 2), there are a GEF 5 related set of basic criteria that need to influence the nature and roll-out of the Training Strategy:

The TS has to achieve the following:

- Involve the *right profile and number of key TS beneficiaries* as well as BCM's that will (or could) have a more significant and direct impact on the progress of the GEF 5 activities;
- Remain *flexible* in both the curriculum design (content), as well as the role-out approach – it is advisable to avoid a mere 'one size fits all' approach that might not always be relevant enough to all parties involved;
- Remain *Cost-sensitive* – avoid excessive spending or waste of money, and;
- Sensibly overcome the *Infrastructure challenges* – in other words, take into consideration the various infrastructure and resource challenges and adapt to it without jeopardising the quality of learning.

#### 3.4.2 Three Training Categories

Given the content of the various annexures explained and attached, the TS is aimed at addressing the list of Core skill development needs in 3 categories, i.e.

- 1) Immediate needs (until end of 2019);
- 2) Medium term needs, and;
- 3) Long term needs.

#### Note:

- ➡ The immediate needs are mainly focused on upskilling and refreshing – the two levels of Training involved being **Development & Exposure**;

- ➡ The medium-term needs are mainly focused around the transfer of *Knowledge* (more tertiary level orientated), and furthermore the expansion of the current talent pool to enable them to have a wider and faster reach – the level of Training involved being primarily **Tertiary**, and;
- ➡ The long-term needs to primarily address the need for the expansion of Leadership capacity, with the aim more to equip the next generation of senior and middle managers to lead the way in the two IP's – the level of Training involved again being towards **Development & Exposure**.

### 3.4.3 Types of Training Platforms

To achieve both a cost-efficient as well as a more intimate type of learning experience, the Training interventions should consist of three types of training – i.e. three different options that must all be applied to ensure a TS that delivers the maximum impact:

#### Option 1:

- ➡ **Interactive Development Workshops**, facilitated by Subject matter experts, where theory and practise are being combined to develop the delegate's insight into relevant solutions per CRB etc.
- ➡ The intention is to cover most of the level 2 Development related Training interventions by means of Option 1.

#### Option 2:

- ➡ **Classroom-style knowledge transfer**, mainly facilitated by official lecturers, with the focus on teaching new theory.
- ➡ Option 2 is indeed more appropriate for the level 1 Tertiary focus, whereby delegates are required to be further qualified.

#### Option 3:

- ➡ **Virtual learning** whereby delegates are enrolled per focused learning theme.

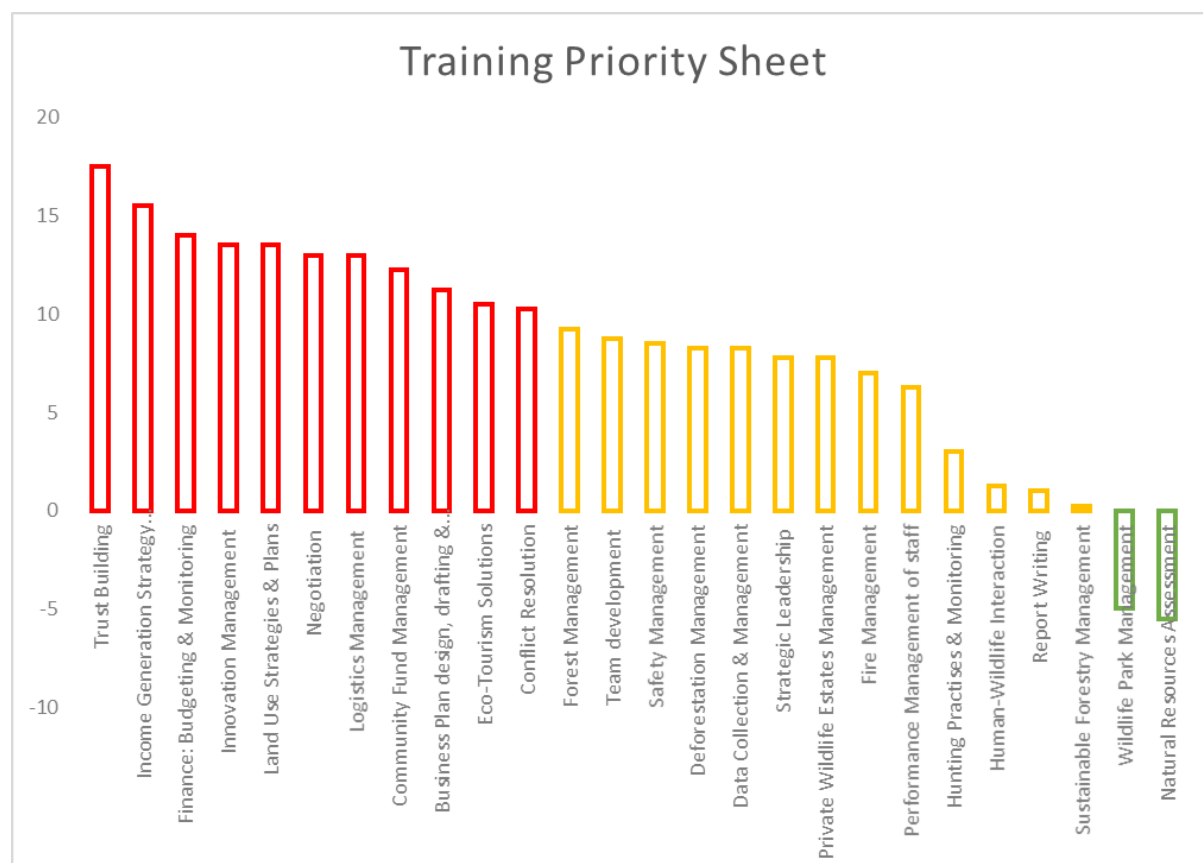
- ➡ This is indeed an option to consider for both Tertiary as well as Development related training, and could deliver significant cost benefits.

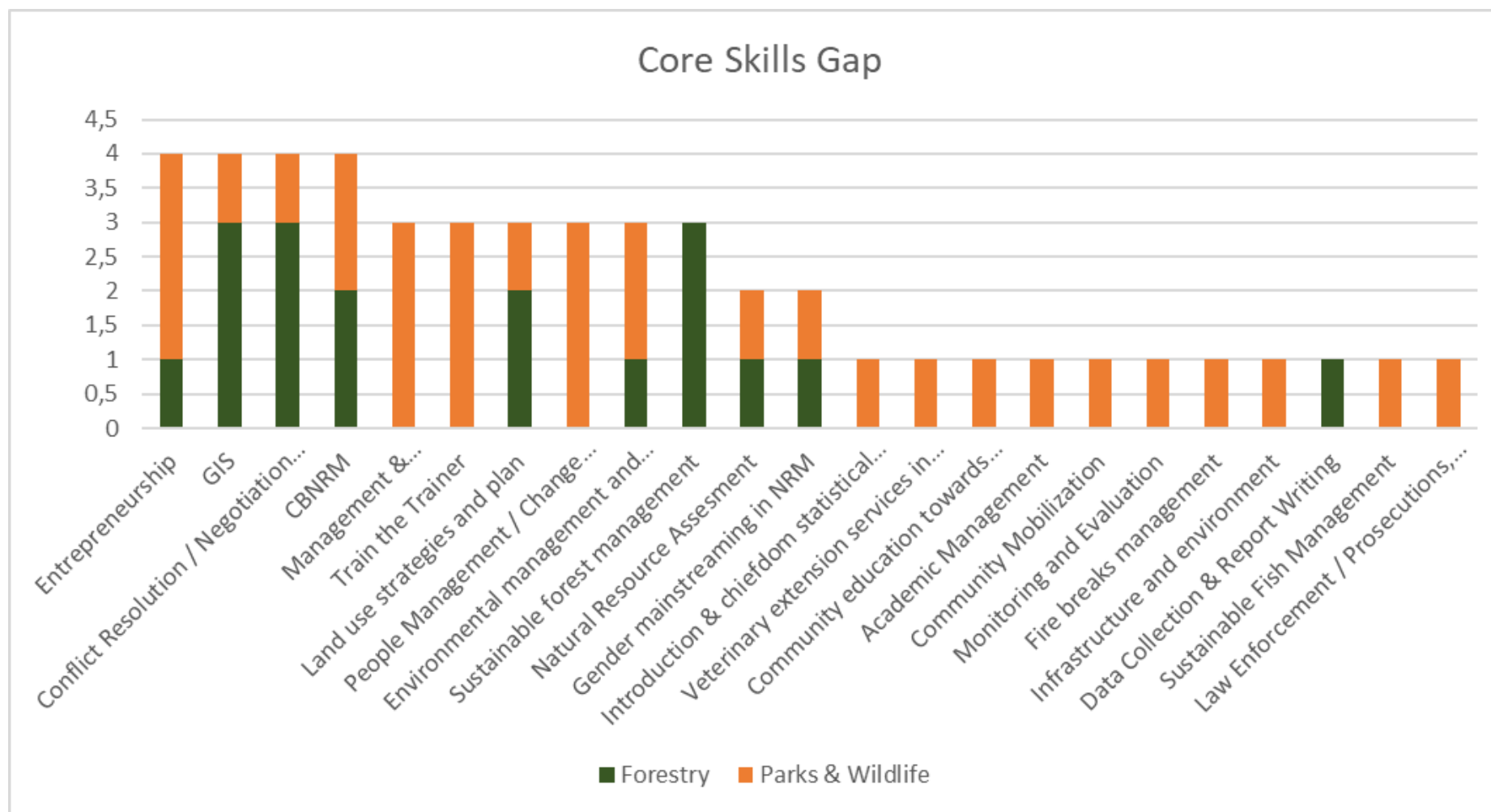
### 3.4.4 The Role Out Structure

The TS Roll Out structure (see Annexure G) is based on the learning and insights that the Consultant has obtained from the following two studies:

- ➡ The Training Needs Priority Sheet
- ➡ The Core Skills Gap

The Diagrams included here is a summary of all the Core Skills evaluated and subsequently transformed into a Training Needs Priority sheet.





### 3.5 Training Strategy Service Providers

Given the three levels of Training, and bearing in mind the various focus points of the respective specialised training institutions, the Consultant would like to advise as follows:

#### 3.5.1 Tertiary

- a. University of the Copperbelt
- b. University of Zambia
- c. SAWC (South African Wildlife College)

Note:

The Consultant has not investigated the various curriculums & cost options in this regard, as the Consultants believe that it will remain the primary obligation of the HR Directors within the IP's to plan and align these *more general academic Training efforts and budgets* – as they are already involved in.

#### 3.5.2 Development

- a. IP'S own Internal Training Department
- b. University of Zimbabwe
- c. USB-Ed
- d. SAWC
- e. Marathon Training

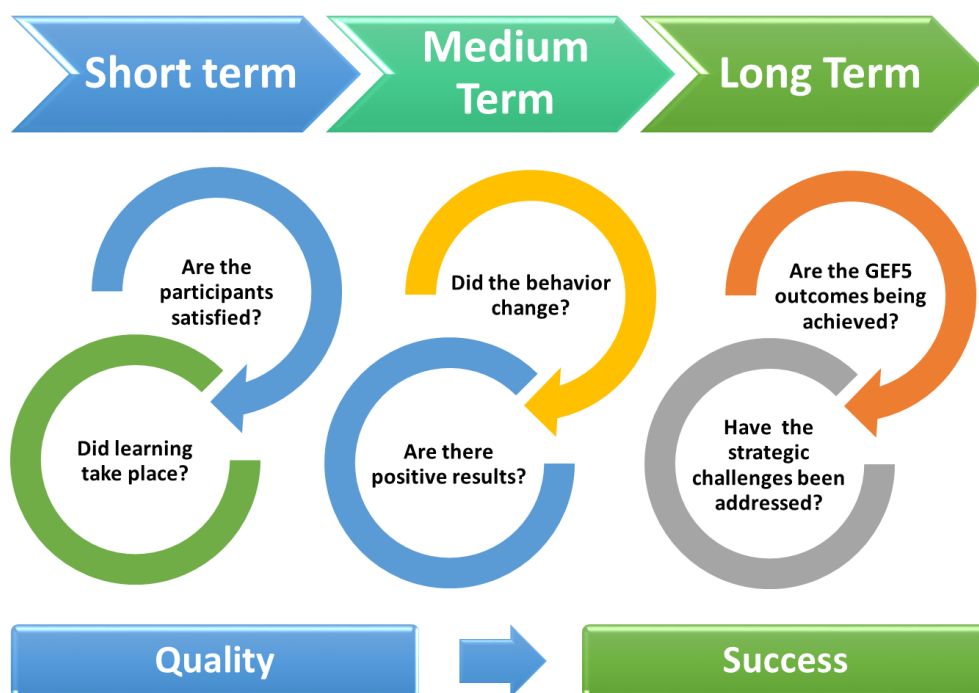
#### 3.5.3 Exposure

- a. SAWC
- b. Sanparks & other SADC Parks
- c. WWF

### 3.6 Training Strategy Monitoring and Evaluation

The monitoring and evaluation of the TS is a two-dimensional model which monitors the quality & success of the TS over time.

The diagram herewith explains the approach in high level detail:



#### 3.6.1 Quality

The quality element focusses on the actual training taking place and applies over the short and medium term.

- ➡ To measure the quality of the training being delivered, the framework employs the Kirkpatrick model of training evaluation.

The four levels of Kirkpatrick's evaluation model are as follows:

**Reaction** - what participants *thought and felt* about the training (satisfaction; "smile sheets")

**Learning** - the resulting *increase in knowledge and/or skills*, and change in attitudes.

This evaluation occurs during the training in the form of either a knowledge demonstration or test.

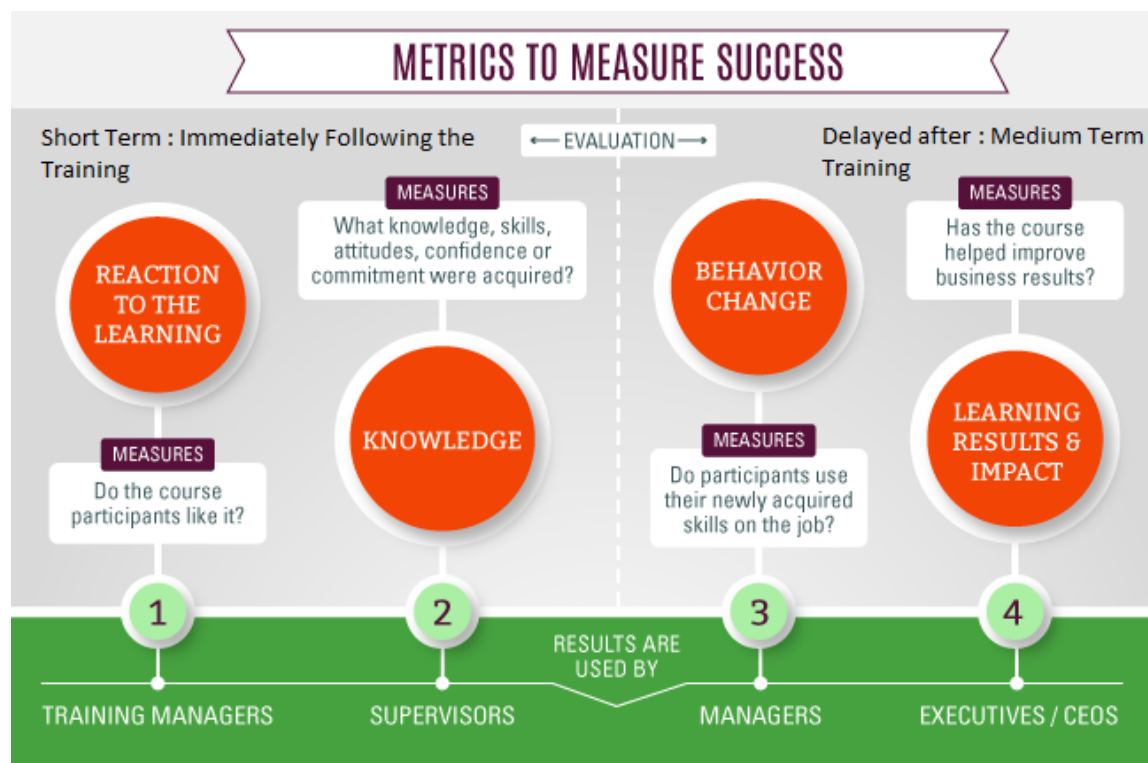
**Behaviour** - transfer of knowledge, skills, and/or attitudes *from classroom to the job* (change in job behaviour due to training program).



This evaluation occurs typically 3–6 months post training while the trainee is performing the job. Evaluation usually occurs through observation.

**Results** - the *final results* that occurred because of attendance and participation in a training program (can be monetary, performance-based, etc.)

The following infographic<sup>2</sup> illustrate the application of the model to the evaluation of the training:



#### Evaluation Tools:

The framework includes two evaluation tools as to effectively implement the Kirkpatrick Model:

**Annexure H.1** – Evaluation Tool to be used immediately following the Training

**Annexure H.2** – Evaluation Tool for Delayed use after the Training

#### *Purpose:*

**Tool H.1** – Short Term:

Evaluates levels 1 & 2 of the model and determines a baseline for levels 3 & 4.

**Tool H.2** – Re-evaluates levels 1 & 2 based on the participant now having had an opportunity to apply the knowledge and skills. It further evaluates the actual impact of the training applying levels 3 & 4.

<sup>2</sup> Source: [www.shiftlearning.com](http://www.shiftlearning.com)

These evaluation tools are in the form of templates as it need to be adapted to each course based on the specific content and expected impact.

As such, it is recommended that the individual(s) responsible for this evaluation receive training in implementing the Kirkpatrick model of training evaluation.

### 3.6.2 Success

The success of the TS is determined by achieving the following two high level Objectives:

1. The TS has to effectively delivered the *Core skills to empower the IP's to achieve the relevant GEF 5 Objectives* as per the two Components as listed in Annexure A, and;
2. The TS delivered the *Core skills to empower the IP's to address the Strategic Challenges* discussed as was discussed in the Introduction to the Training Strategy.

These were converted into eleven (11) measurable goals which are listed in section 3.3 of the TS.

- ➔ Of these goals, the following three (3) are recorded in the Monitoring & Evaluation Framework in Annexure H.3:
- 1) Addressing all the training Needs (“the gaps”) as identified in terms of the Questionnaires & Interviews – see Annexure B as a summary of the Learning & Development gaps identified;
- 2) An agreed, minimum number of TS Beneficiaries (as previously explained in paragraph 2.3) to be involved in ongoing Training Interventions as in terms of the Principle 3, and;
- 3) Improved Training Infrastructure.

#### The framework:

- ➔ Lists and defines each of the goals/indicators;
- ➔ Suggests a baseline and target for each indicator;
- ➔ Suggests a data source;
- ➔ Suggests the frequency and who will be responsible to measure it, and;
- ➔ Where the evaluation result(s) will be reported.

### 3.7 TS Roles & Responsibilities

As was discussed and recommended in Principles 1 & 4, the TS will be ideally delivered under the supervision of the Internal IP Training Department (IPT) and especially, the leadership of the BCM.

- ➡ The BCM needs to be supported by the various internal ‘Subject Matter Experts’ that need to be positioned as the leaders in their respective fields.

The ‘to be established’ joint Training Department of the two IP’s will be responsible for a combination of the following key performance areas:

- 3.7.1 Annual TS planning & budgeting
- 3.7.2 Logistics supporting the annual roll-out of the TS3.
- 3.7.3 Monitoring of training progress – see the Monitoring Framework
- 3.7.4 Mandating of and Negotiation with relevant Service Providers
- 3.7.5 Quality Control
- 3.7.6 Training the Trainers
- 3.7.7 Identification and development of Subject-matter experts
- 3.7.8 Curriculum Updating and Adjustments to the Internal Training Manual
- 3.7.9 Arrangement of Exposure campaigns
- 3.7.10 Arrangement of Development Workshops

### 3.8 TS Resources

As previously discussed, the TS will be dependent upon the ability of the following resources to deliver the necessary landscape and support:

- 3.9.1 The required budget from the Project Office, Mumbwa (in conjunction with the UNDP)
- 3.9.2 The IPT department
- 3.9.3 The BCM leader(s)
- 3.9.4 The current, respective Training Facilities as well as the to be developed one(s) in areas such as Lusaka
- 3.9.5 Supporting Technology (such as access to GPS, Android mobile phones, Laptops & iPad’s)
- 3.9.6 The Monitoring Framework
- 3.9.7 Transport available to IP staff to reach the CRB’s

## Annexures

## **Annexure A – The Action Analysis**



## Annexure B – the Interview Guide

Interview Guide					
	Questions	Name	Position		
		Responses			
1	How do you feel about the latest progress with the GEF 5 Project?				
2	What are the biggest challenges to make the Project successful in future?				
3	What can or must your Department do to best support the future success of the Project?				
4	What do you need to do at your level to help you perform better in your role?				
5	What are your biggest training or development needs, if any?				
6	What previous training that you have received has made the most positive impact on you?				
7	What is your advice to us regarding the development of a further training strategy for your department?				

## **Annexure C – the Job Task Analysis at a high level**



Annexure C i PARKS & WILDLIFE COLLECTIVE KPA's					
Section	Unit	KPA's			
		Strategic	Operational	Technical	Management
Wildlife Conservation & Management	<u>Law Enforcement</u>	Anti Poaching Strategies	Anti Poaching Activities (planning)	Para-military Code of Conduct (knowledge)	Anti Poaching Operations (execution)
		Problem Animal Response strategies	Problem Animal Activities	Armanents	Performance Management
			Logistics (planning)		Supervision practises (models)
					Deployment of personnel (capacity planning)
					Disciplining of Uninformed Personel
	<u>Conservation Management</u>	Community Projects (design)	Community Participation (awareness campaigns)	Private Wildlife Estates	Supervision practises (models)
		Human Capacity Building	Community Conflict Resolution	Hunting - Consumption Tourism	Community Projects (facilitation)
		Innovation of Communities (interaction & sustainability)		Radio Communication	Community Funds
				Public Botanical Gardens & Zoos	Performance Management
				Human-Wildlife Conflict	Management of staff

Annexure C ii FORESTRY COLLECTIVE KPA's					
Section	Unit	KPA's			
Forestry Branch	Unit	Strategic	Operational	Technical	Management
Forestry Extension	<u>Forest Management</u>	Development and preparation of Statutory Instruments for the reservation or degazettion of protected areas Demarcation of protected areas	Preparation of maps and survey drawings for PA	Forerst Resource Assesments (design & report), <b>Preparation of Management plans</b>	Govern Plantations & Woodlots, <b>implementation of management activities</b>
Forestry Extension	Forest Management	Establish Plantations & Woodlots	Design nursery and plantation maps and drawings, preparation of management plans	establishment of nursery/plantation through construction of nursery, Land clearance and preparation for planting	Oversee nursery management and plantation management and operations Plans (implementation, supervising & monitoring)
Forestry Extension	Extension	Fire Management strategy development	Plan early (preventative) Fires in Protected Areas	Conduct early Fire initiatives, construction of fire breaks, sensitization of communities in dangers of fires	Conduct early burning and engaging in fire fighting during fire occurances
Forestry Extension	Licensing	<b>Develop Forest Produce Protection Plans</b> Regulation of the forest produce exploitation	Control the exploitation of Forest Products and services	Advisory Services: - Forest Management - Conservation	issuance of forest licenses and permits, surpervising concession and permit holders

<b>Forestry Extension</b>	<b>Extension</b>	Design (facilitate) Eco-Tourism strategies	Role-out Eco-Tourism initiatives	facilitate the legal establishment of eco tourism initiatives	Implementation and monitoring of ecotourism initiative plans
<b>Forestry Extension</b>	<b>Extension</b>	Design Community Awareness programmes	Role-out Community Awareness Campaigns	Beekeeping practises Other non-wood forest products	Training in beekeeping, forest nursery, forest protection and management of forests products and services

## **Annexure D – The Questionnaire**

The purpose of this questionnaire is to build a profile of the skills gaps required for the respective positions in the departments of Forestry and Parks & Wildlife respectively that have a role to play in the implementation, execution, and facilitation of the GEF 5 Project and CBNRM in Kafue/West Lunga Parks Eco Systems. *(The questionnaire is 4 pages; please complete all 4 pages)*

## Respondent Profile

Please select one field for each section by ticking the corresponding circle. E.g. if you work in Parks & Wildlife:

Department : ☐ Forestry ☒ Parks & Wildlife

Department : ☐ Forestry ☒ Parks & Wildlife

Position Type : ☐ Officer ☐ Technician ☐ Warden  
☐ Ranger ☐ Assistants

Business Unit : ☐ Wildlife Law ☐ Wildlife Conservation ☐ Infrastructure Development  
☐ Resource Management ☐ Forestry

Level of Responsibility : ☐ Strategic ☐ Operational ☐ Technical  
☐ Management

Job Title (Optional) \_\_\_\_\_

## Skills Profile

Please select one field for **each** of the three questions next to a particular skill by making a tick on the line, e.g. for the skill "Trust Building":

Trust Building

—	—	✓	—	✓	—	✓	—	—
---	---	---	---	---	---	---	---	---

What has your learning exposure to this are been to date?

*Given your position or role in relation to the GEF 5 Project, what is your Level of Interest in further Skill development in this area?*

[illegible]

*What has your learning exposure to this are been to date?*

*Given your position or role in relation to the GEF 5 Project, what is your Level of Interest in further Skill development in this area?*

[illegible]

	What is your level of previous experience in this skill areas?			What has your learning exposure to this are been to date?			Given your position or role in relation to the GEF 5 Project, what is your Level of Interest in further Skill development in this area?		
	The most senior person or acting Supervisor	Only as a team member	None	Regular Training Exposure	Own study of articles, books etc.	None	High	Want to learn	None
<b>Forest Management</b>	-	-	-	-	-	-	-	-	-
<b>Natural Resources Assessment</b>	-	-	-	-	-	-	-	-	-
<b>Community Fund Management</b>	-	-	-	-	-	-	-	-	-

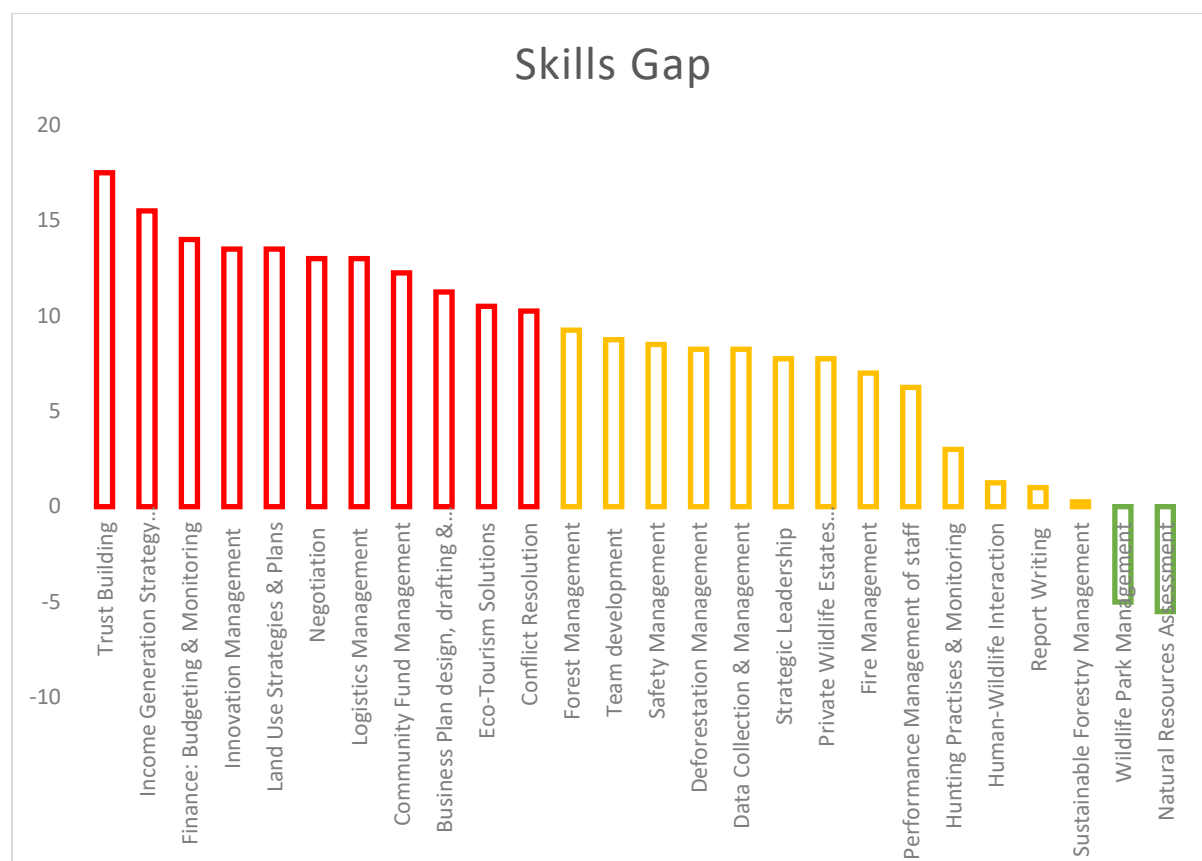
## Additional Skills Required

Please list any skills not addressed above that you believe are required for **your role** to successfully implement, execute, and/or facilitate the GEF 5 Project and CBNRM in Kafue/West Lunga Parks Eco Systems:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## **Annexure E – Needs and Gaps Findings & Training Priorities**



The Skills Gaps are calculated taking the weighted difference between the **Need/Interest** and the **Exposure/Skills** as indicated by the respondents for the respective skills.

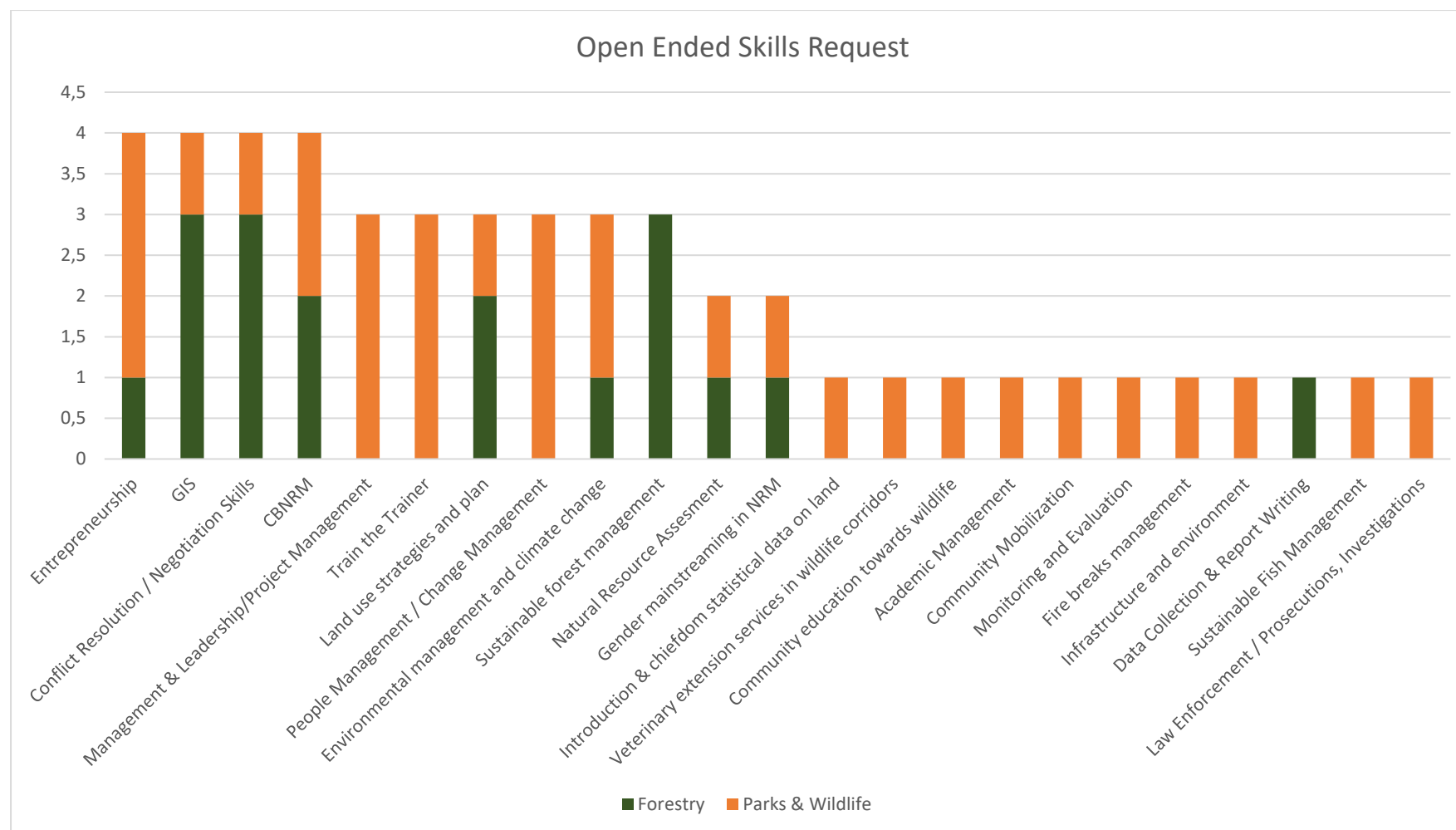
The formula is:

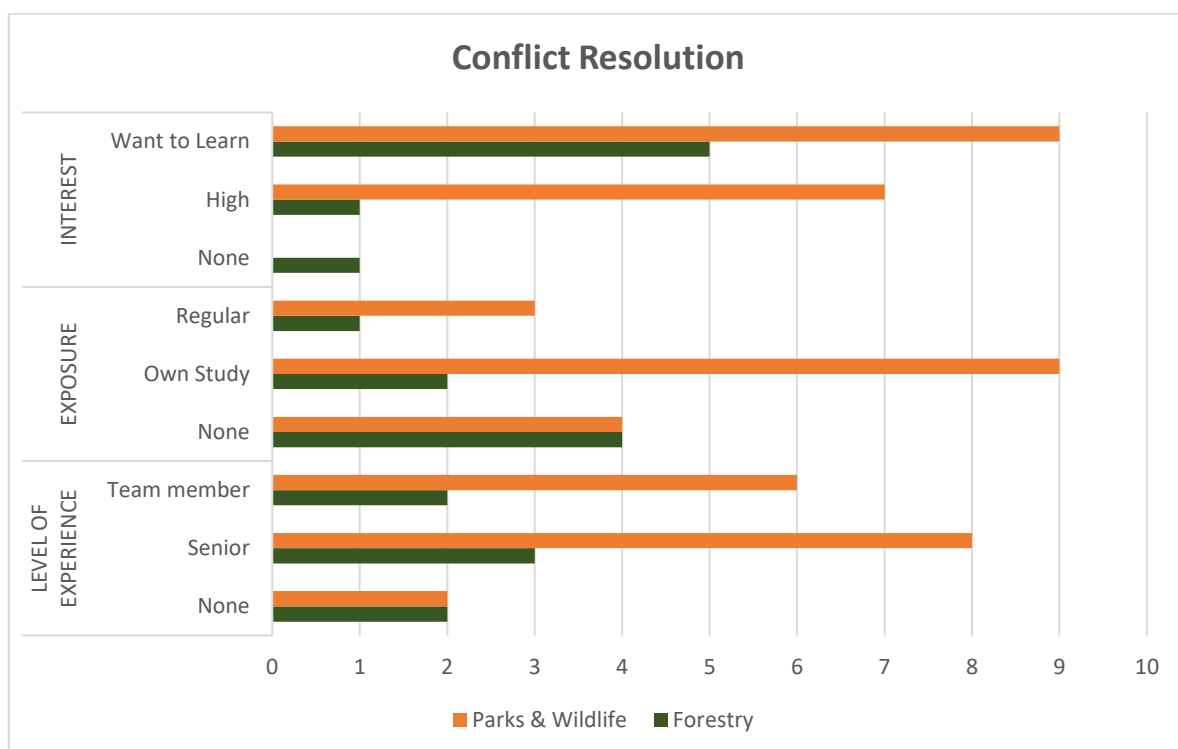
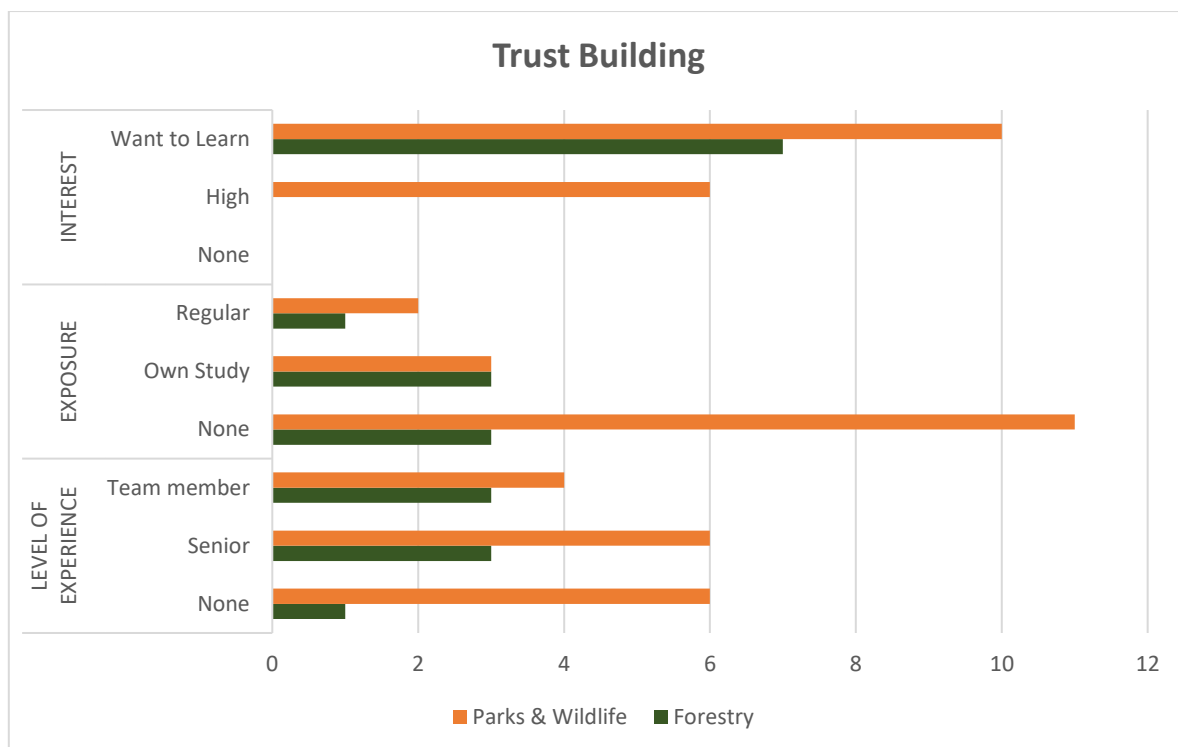
$$\text{Skills Gap} = \left( 0,75 \sum \text{Interest: High} + 1,25 \sum \text{Interest: Want to learn} \right) - \left( 0,75 \sum \text{Exposure: Own Study} + 1,25 \sum \text{Exposure: Regular Or Formal Study} \right)$$

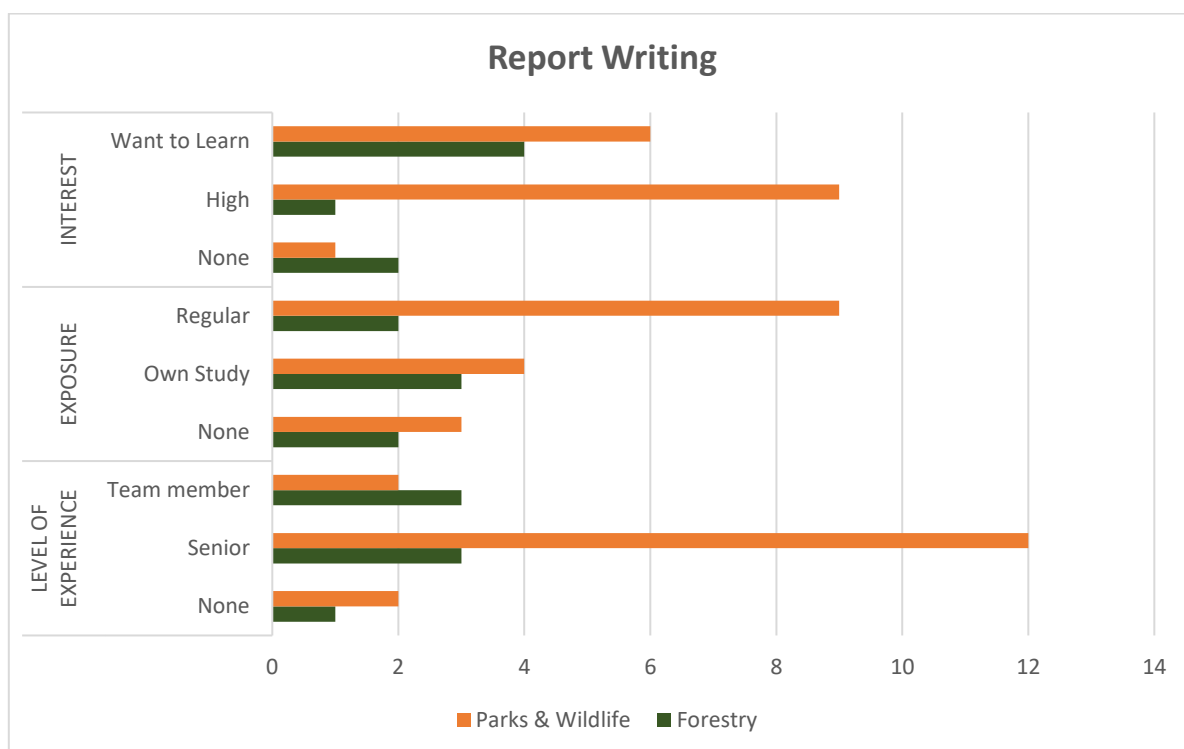
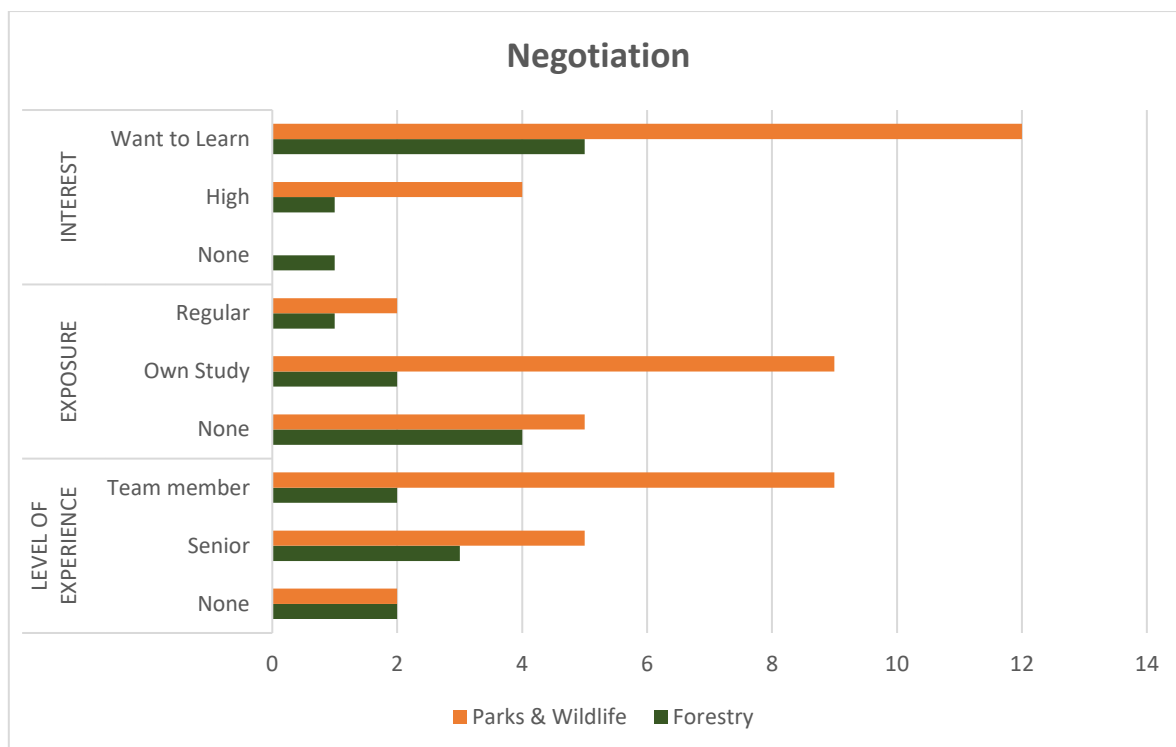
Example of calculation for Trust Building:

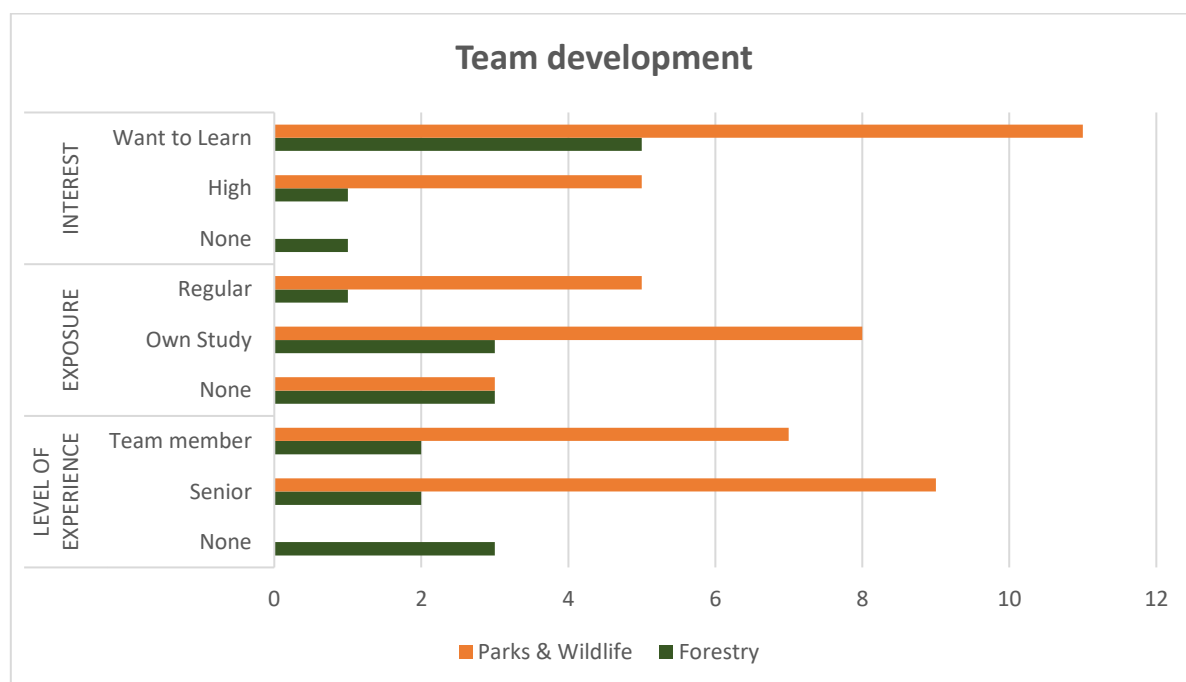
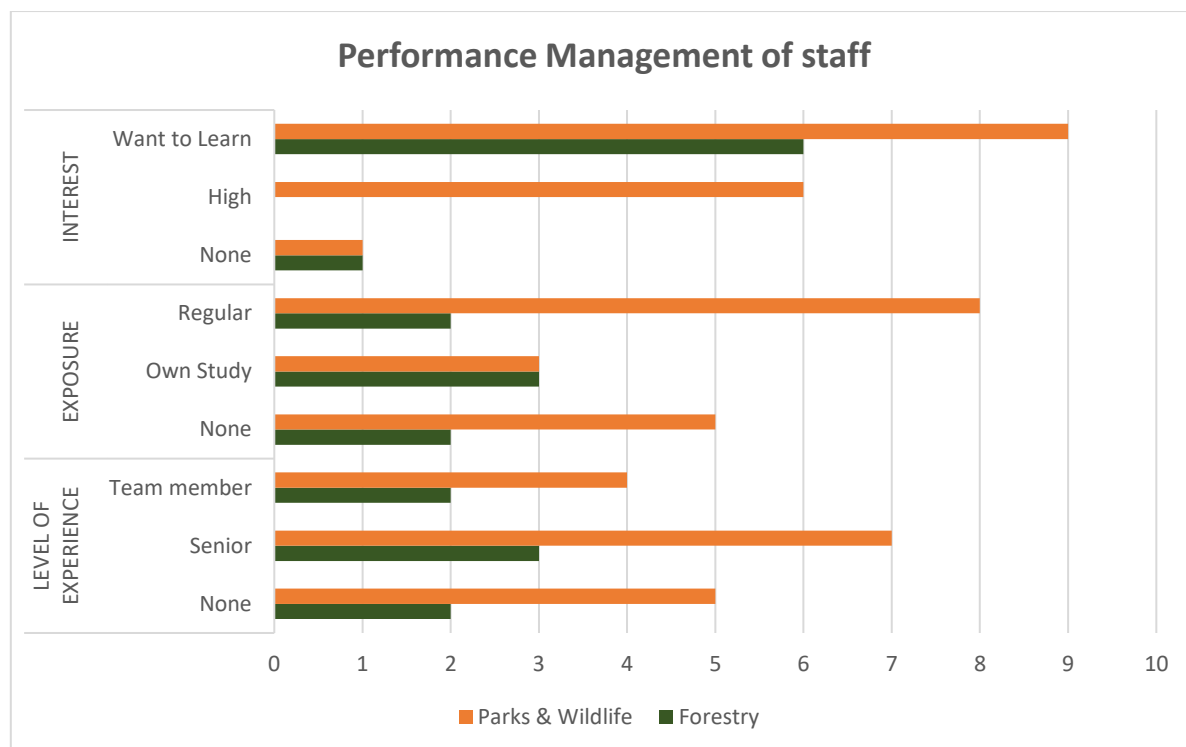
	LEVEL OF EXPERIENCE			EXPOSURE			INTEREST		
	None	Senior	Team member	None	Own Study	Regular	None	High	Want to Learn
Forestry	5	2	0	3	3	1	1	1	5
Parks & Wildlife	9	3	4	7	7	2	2	2	12
			Total:	10	10	3	3	3	17
			Weight:	0	0,75	1,25	0	0,75	1,25
		Weighted subtotal:		0	7,5	3,75	0	2,25	21,25
		Weighted Total:		11,25			23,5		
		Weighted Score:		12,25					

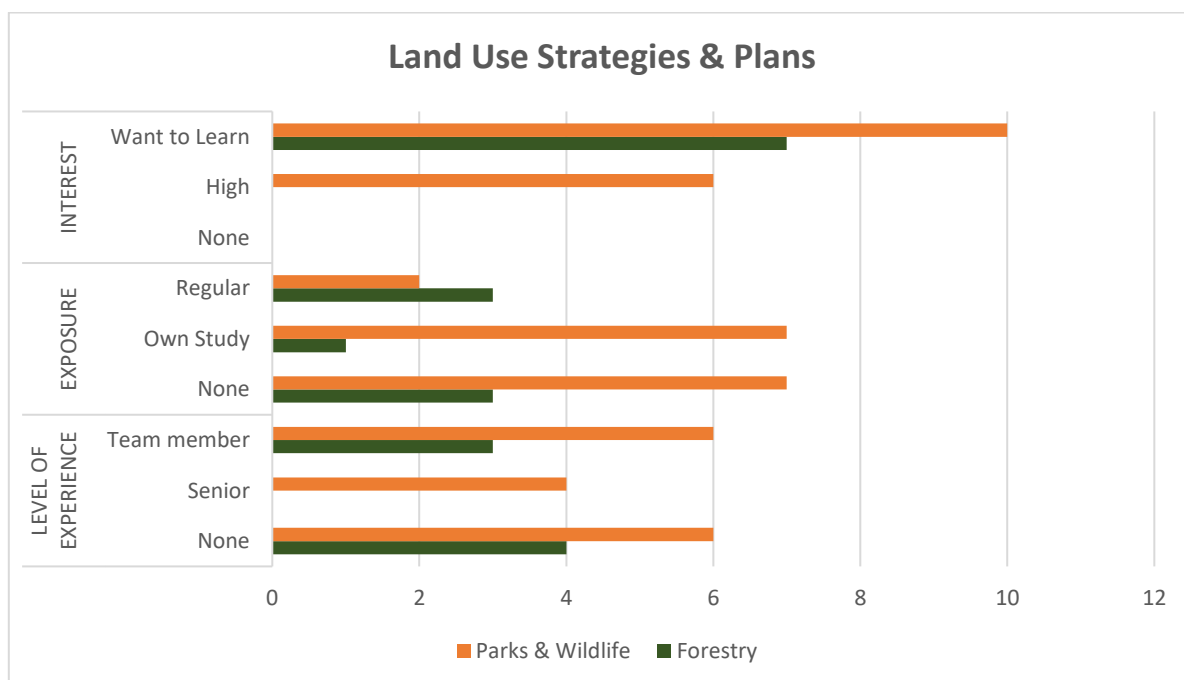
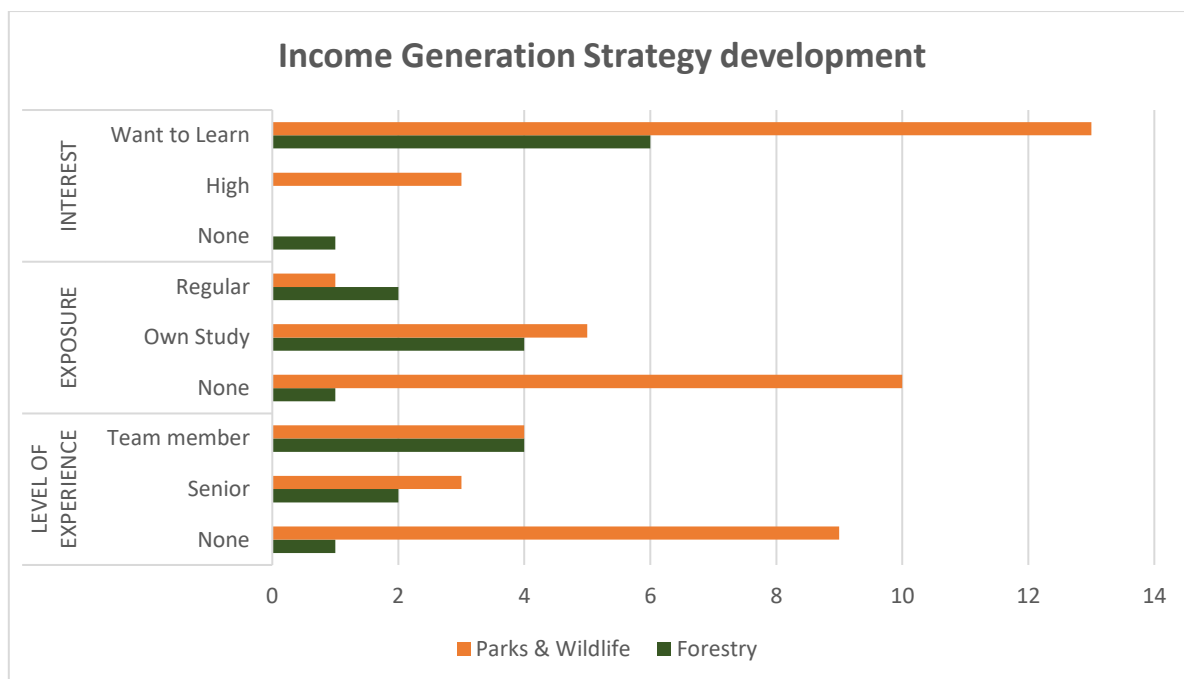
Refer to graphs for respective skills below.

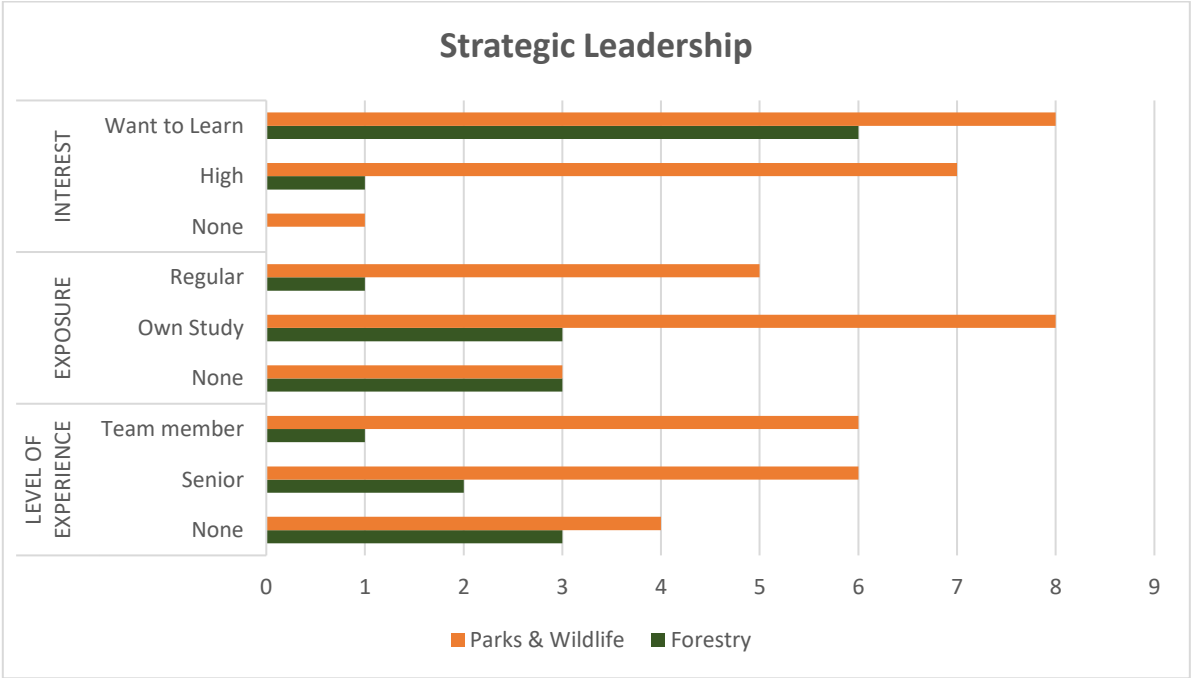
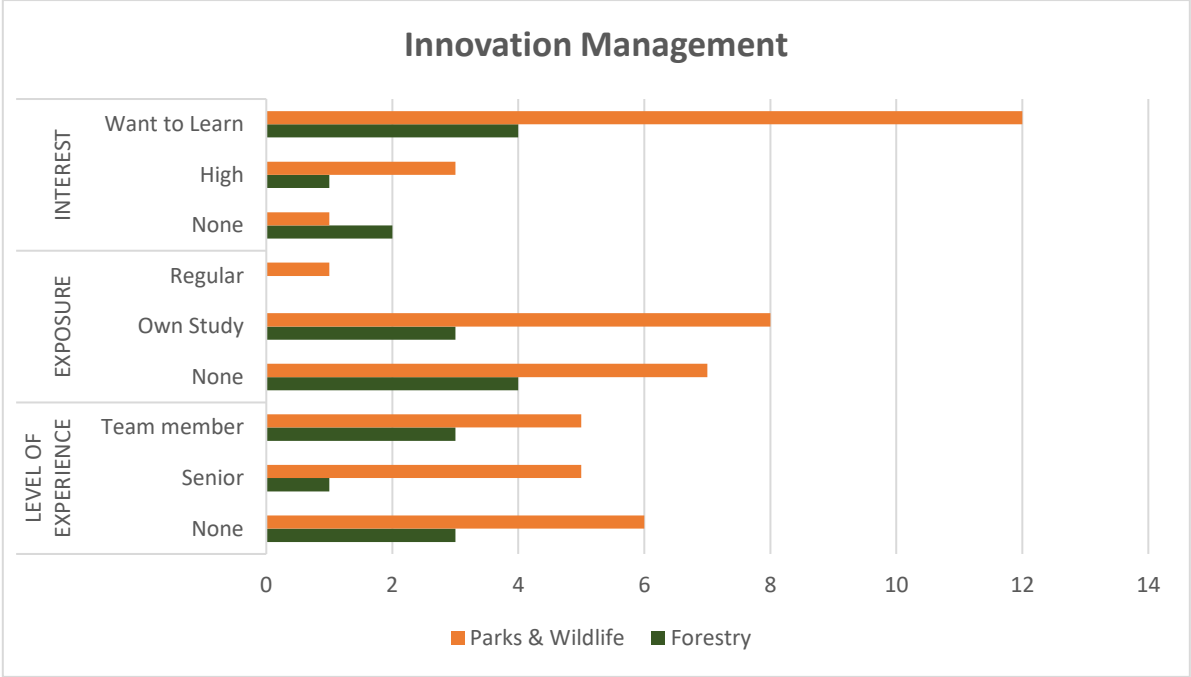




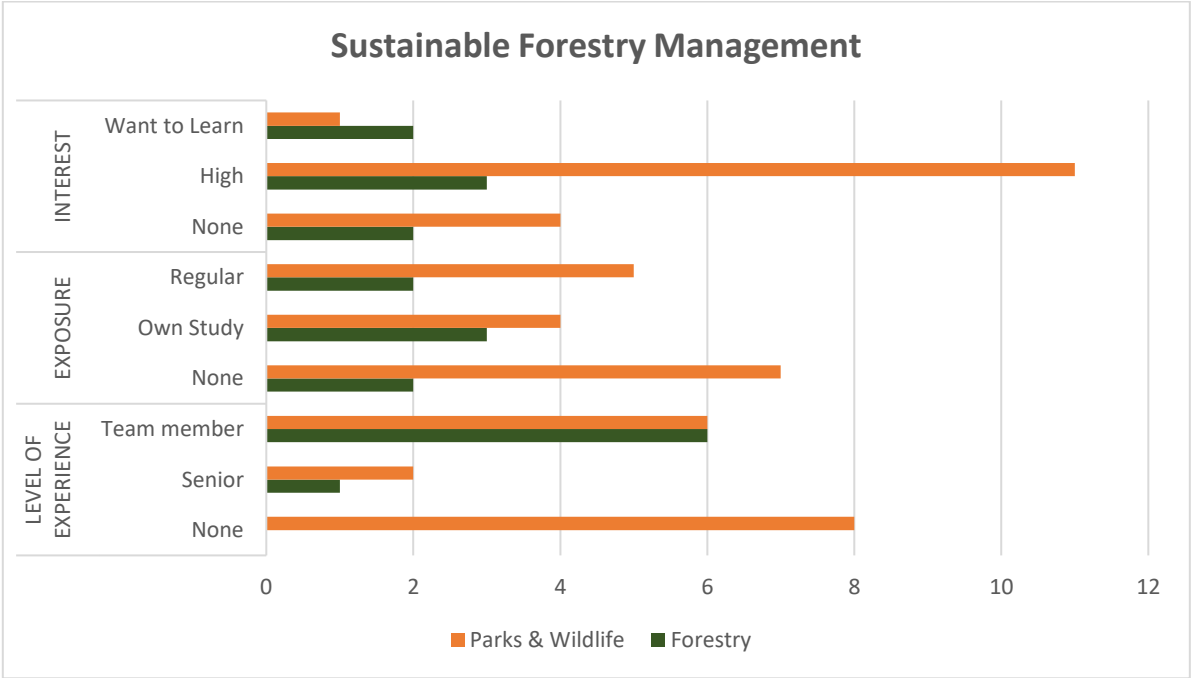
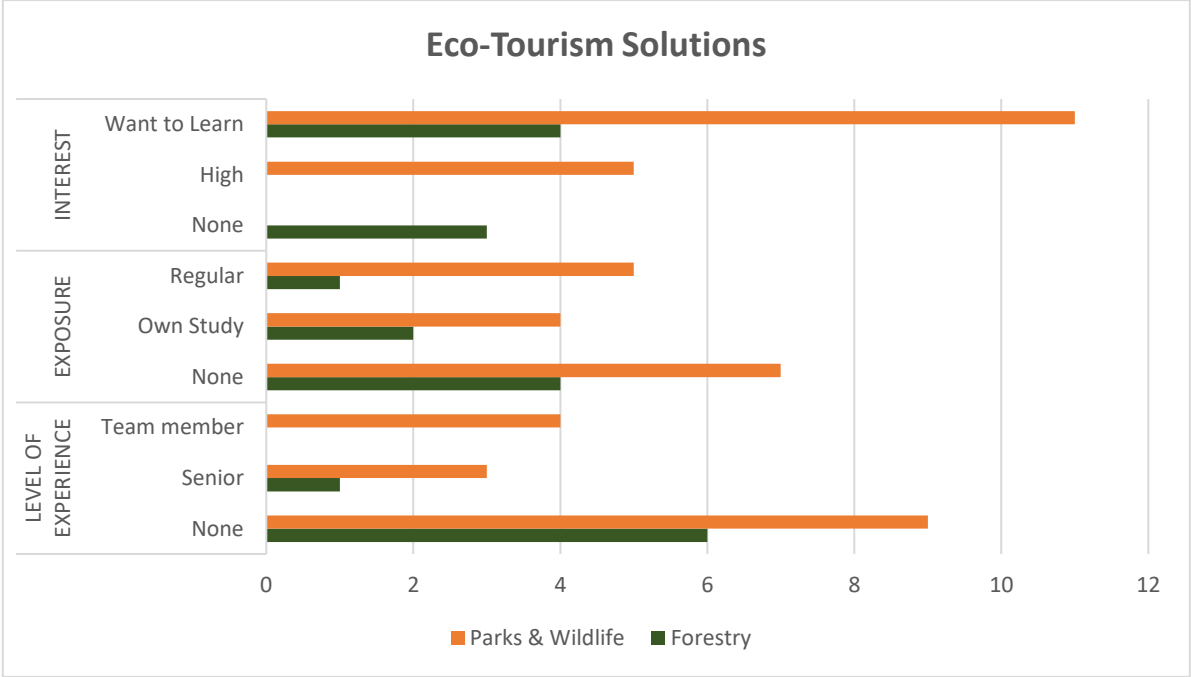


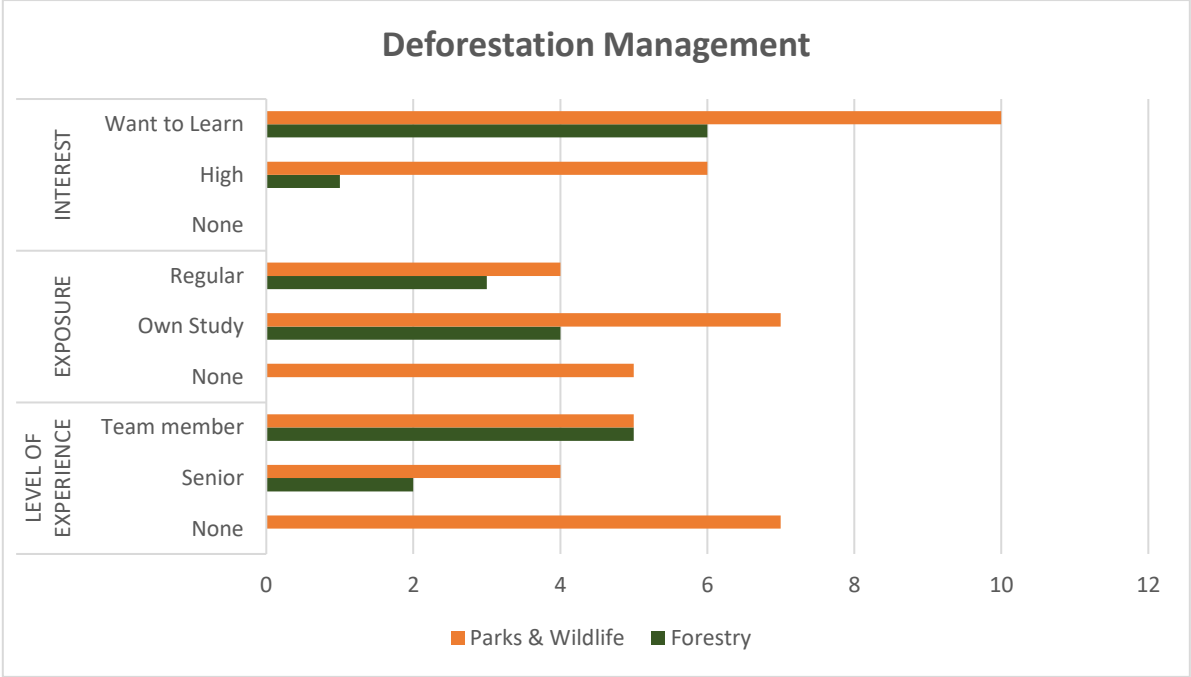


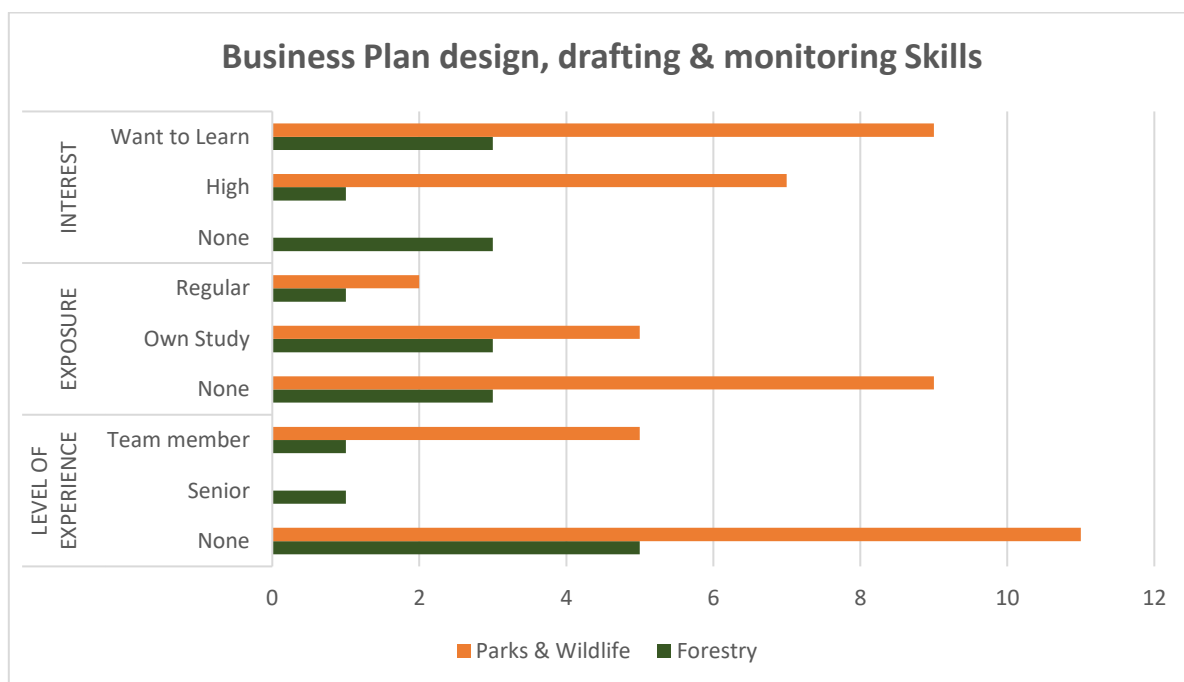
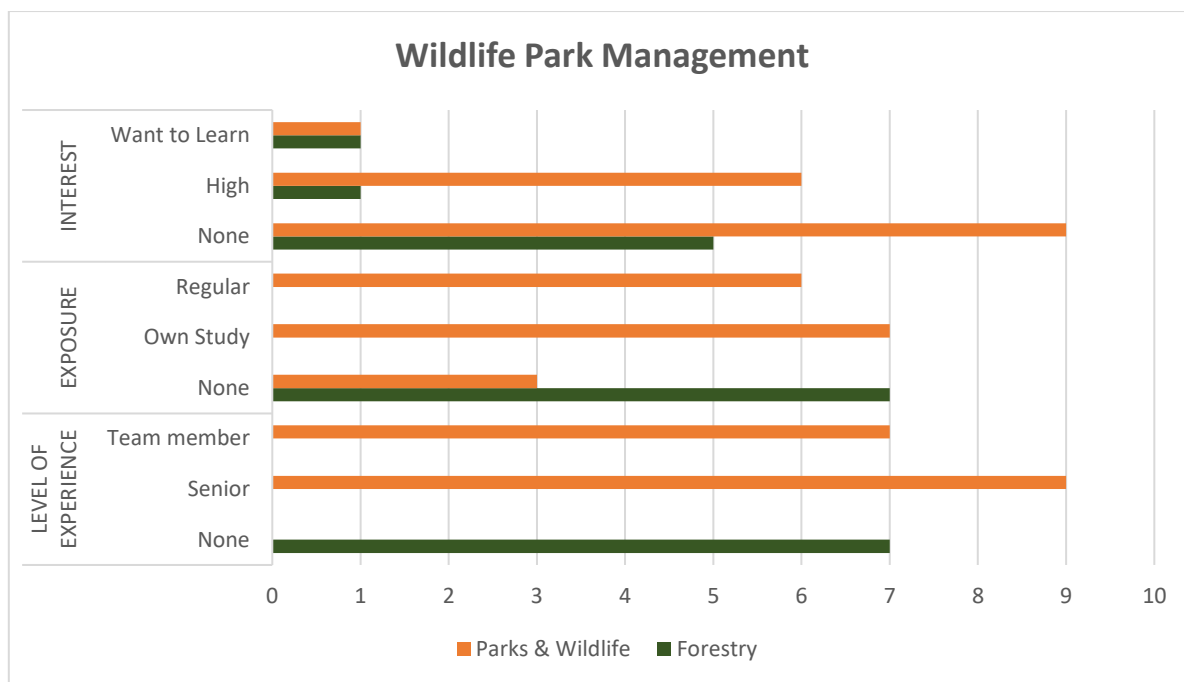


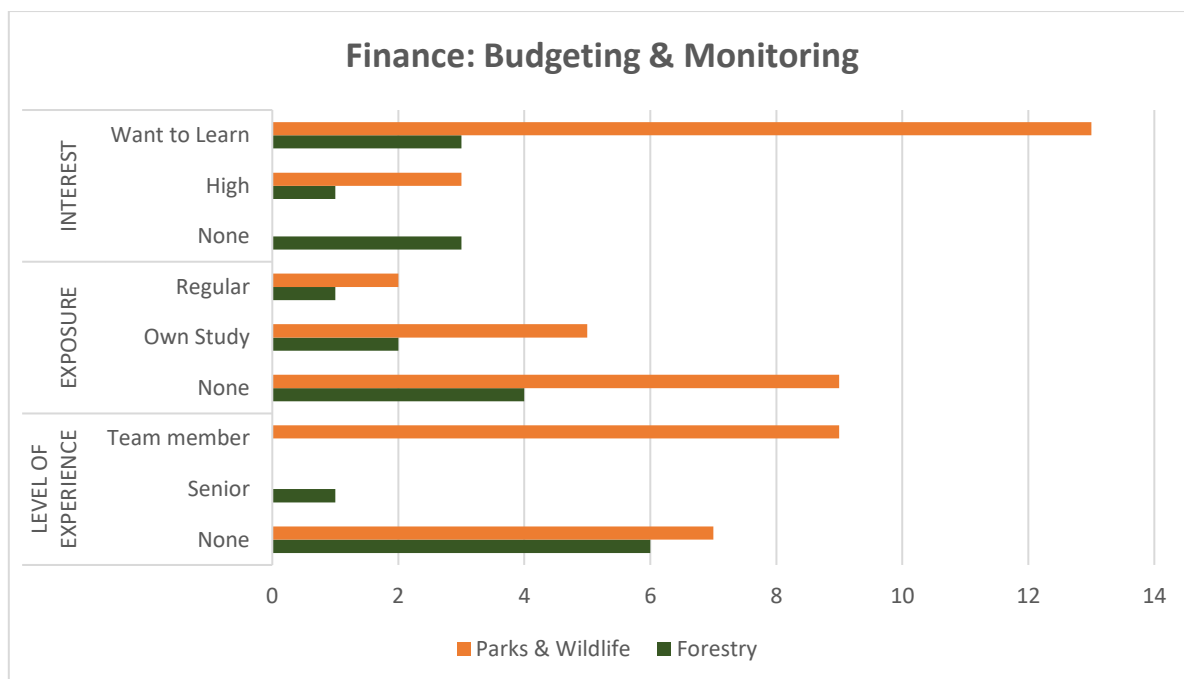


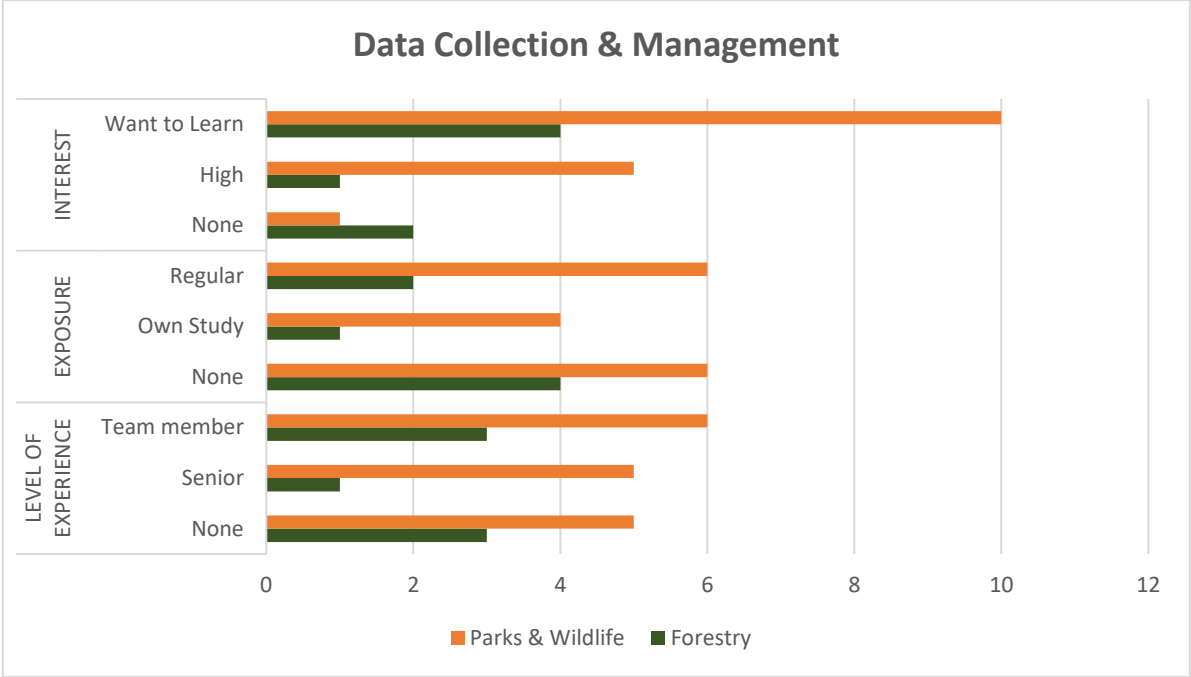


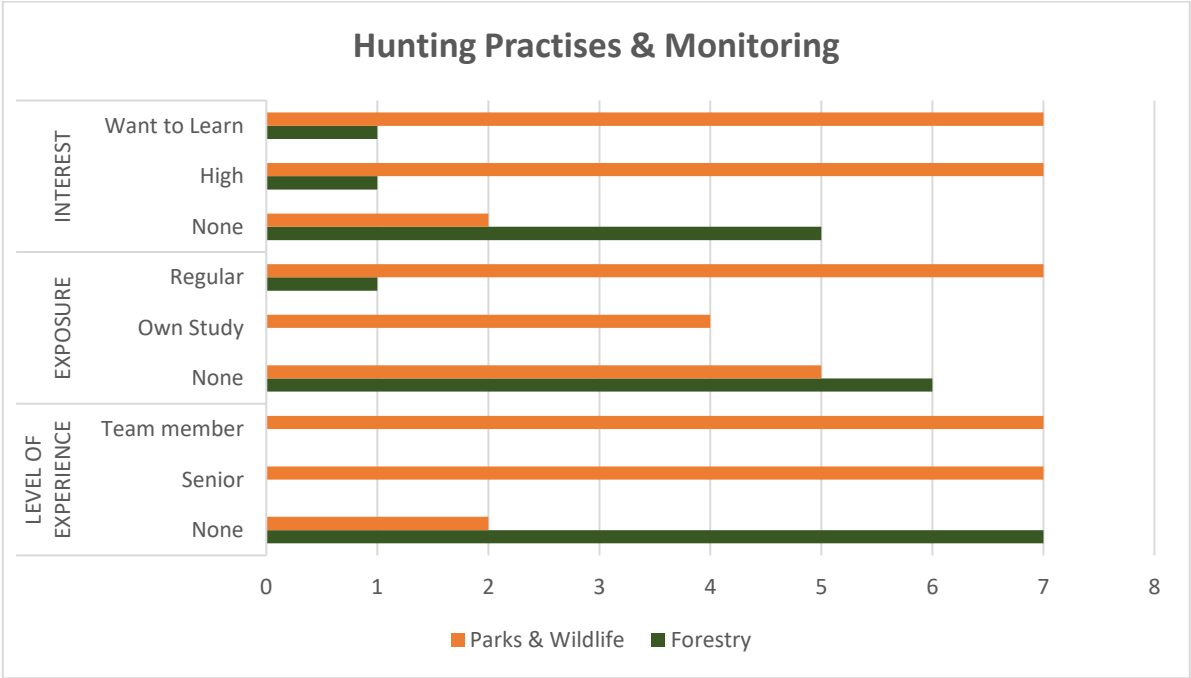
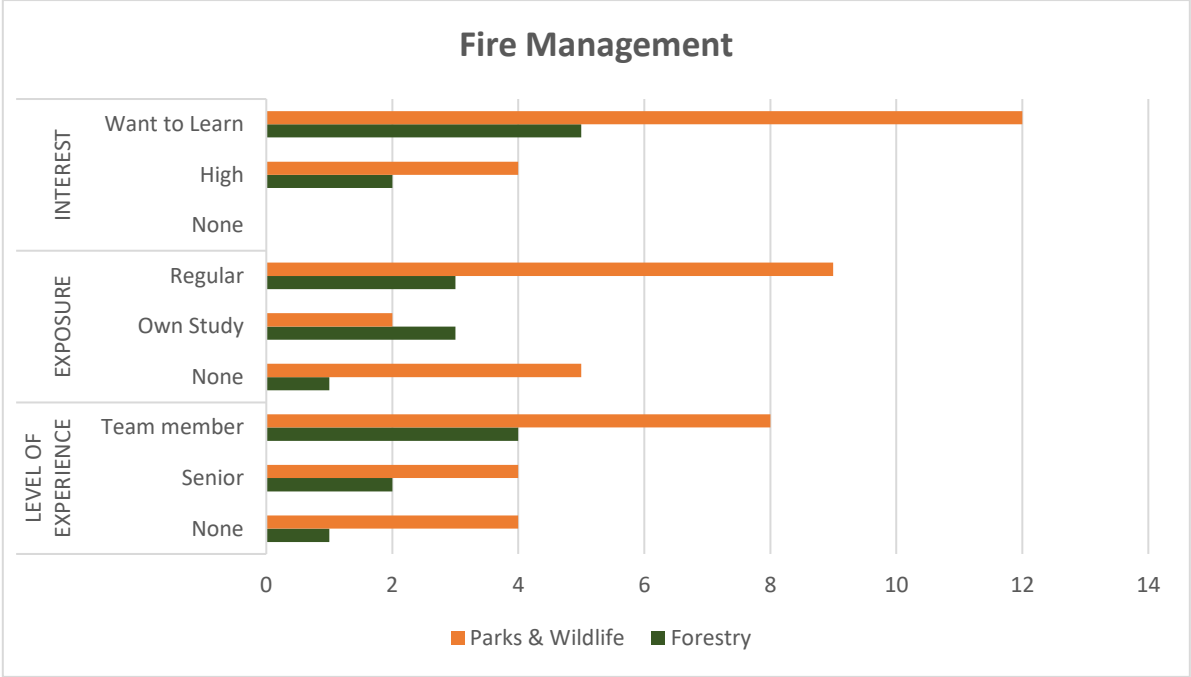


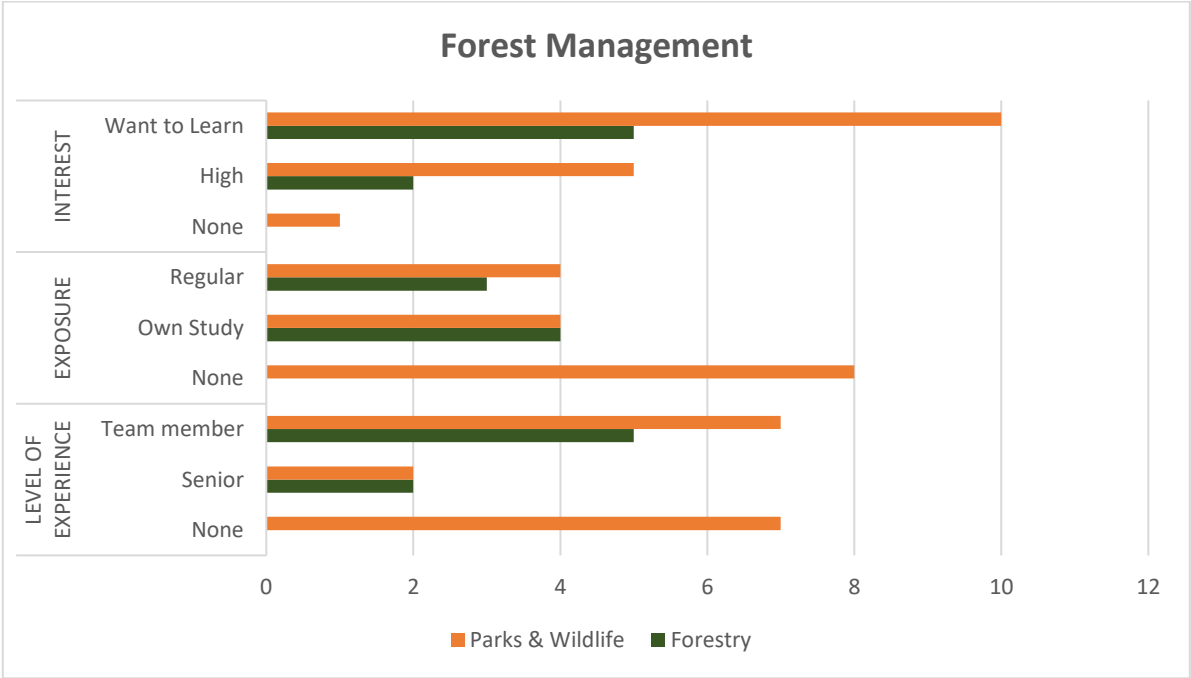
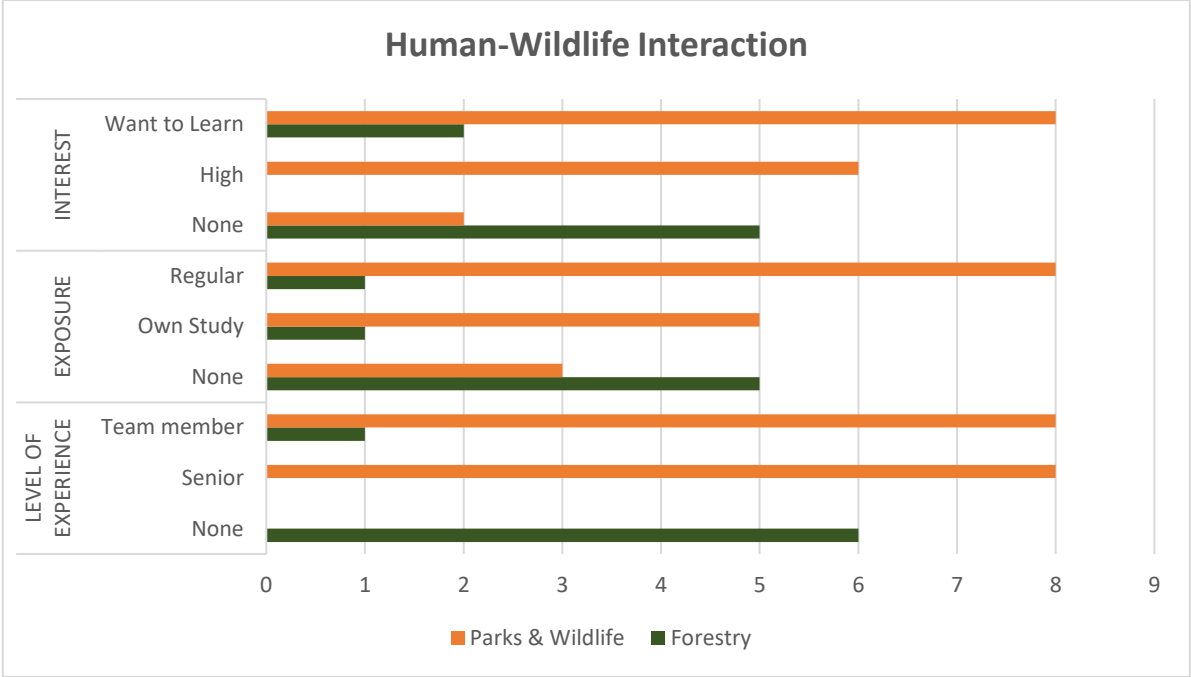


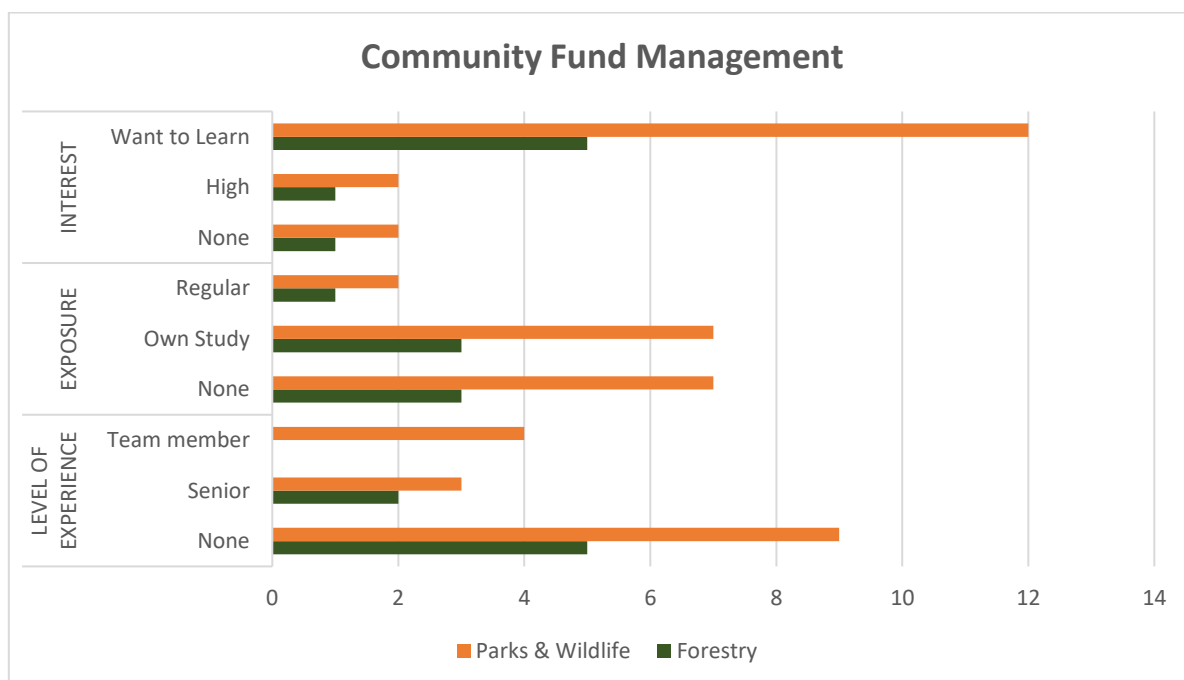
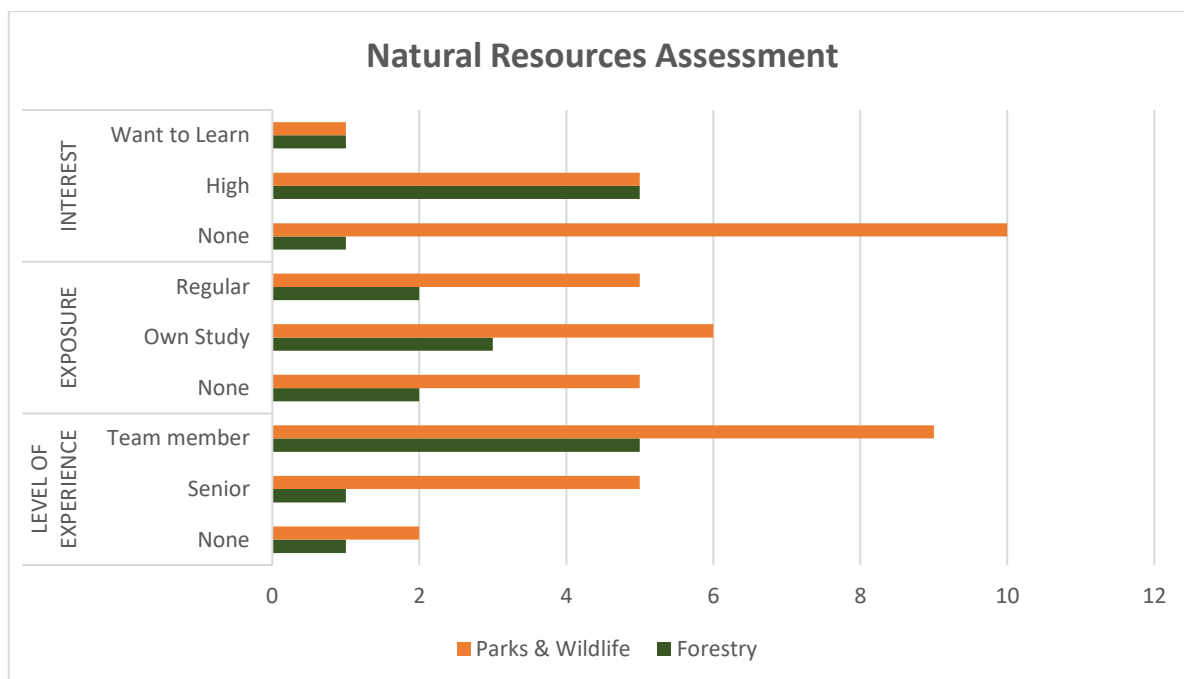














## **Annexure F – the relevant IP staff composition**

## Parks & Wildlife

<b>KAFUE NATIONAL PARK</b>	
<b>Actual staff numbers per position</b>	
Accountant	1
Accounts Assistant	2
Area Warden	2
Assistant Accountant	3
AUTO-Technician	1
Commercial Officer	1
Conservation Officer	2
Driver	5
Ecologist	1
Electrician	1
Extension Officer	1
General Worker	13
Human Resources Management Officer	1
Investigation Officer	8
IT Technician	1
Mechanic	1
Park Ranger	5
Planning Officer	1
Principal Wildlife Officer	2
Principal Wildlife Ranger	1
Procurement Clerk	1
Registry Clerk	2
Research Technician	1
Revenue Officer	10
Senior Investigations Officer	1
Senior Wildlife Ranger	1
Senior Ecologist	1
Senior Investigations Officer	3
Senior Wildlife Police Officer	38
Senior Wildlife Warden	1
Veterinary Officer	1
Wildlife Police Officer	182
Works Supervisor	1
<b>TOTAL</b>	<b>296</b>

<b>WEST LUNGA</b>	
<b>Actual staff numbers per position</b>	
Area Warden	1
Ecologist	1
WILDLIFE POLICE OFFICER	28
Accounts Assistant	1
SENIOR WILDLIFE POLICE OFFICER	11
General Worker	1
Driver	2
WARDEN	1
Extension officer	1
PARK RANGER	1
PRINCIPAL WILDLIFE POLICE OFFICER	1
ACC.ASSISTANT	1
<b>TOTAL</b>	<b>50</b>

**FORESTRY DEPARTMENT DISTRICTS STAFF LIST IN THE GEF V  
PROJECT AREA**

**MWINILUNGA DISTRICT**

- i. Senior Technician 01
- ii. Technician 02
- iii. Extension Assistants 02

**MANYINGA DISTRICT**

- i. Senior Technician 01
- ii. Technician 02
- iii. Extension Assistants 02

**MUFUMBWE DISTRICT**

- i. Senior Technician 01
- ii. Extension Assistant 01

**KALUMBILA DISTRICT**

- i. Senior Technician 01
- ii. Technician 01

**MUMBWA DISTRICT**

- i. Senior Technician 01
- ii. Technician 01
- iii. Senior Extension Assistant 01
- iv. Extension Assistants 03

**ITEZHITZHI**

- i. Technician 02

**NKEYEMA DISTRICT**

- i. Technician 01
- ii. Extension Assistant 01

## **Annexure G – the TS roll-out structure**

Level of Training		Skill / Learning Themes	TS Beneficiaries	Main Training Provider /Material	Duration (days)	Dollar Cost per group of 10 (as ideal group size)
Development		Top Priority (red category)				
	D. 1	Trust Building	BCM Community Liaison Officers Project Officers Extension Officers Police Wildlife Officers	IPT Marathon Training	1	2 800
	D. 2	Business Model Development & Management (inclusive of Income Generation strategy development)	BCM Community Liaison Officers Project Officers Extension Officers	Univetrsity of Zimbabwe Marathon Training	2	2 850
	D. 3	Finance: Budgeting & Monitoring	Secretariat Community Liaison Officers Project Officers	IPT University of Zimbabwe	3	2 000
	D. 4	Innovation	BCM Community Liaison Officers Project Officers Extension Officers	Marathon Training (supported by SIT as international associate)	2	2 850
	D. 5	Negotiation	BCM Community Liaison Officers Project Officers Extension Officers	University of Zimbabwe	2	2 850
	D. 6	Logistics Management	Project Officers Community Liaison Officers Extension Officers	University of Zimbabwe	2	2 850
	D. 7	Community Empowerment	BCM Community Liaison Officers Project Officers Extension Officers	IPT University of Zimbabwe SAWC	3	1 500
	D. 8	Community Fund Development	BCM Community Liaison Officers Project Officers Extension Officers	University of Zimbabwe	2	1 500

	D. 9	Conflict Management	BCM Community Liaison Officers Project Officers Extension Officers	IPT Marathon Training	1	2 800
		<b>Medium Priority (yellow category)</b>				
	D. 10	Culture Change Management	BCM Community Liaison Officers Project Officers Extension Officers	USB-Ed	2	3 500
	D. 11	Communication	All of the TS Beneficiaries	University of Zimbabwe	1	750
	D. 12	Community Based Natural Resource Management - Philosophy - Principles - Models	BCM Community Liaison Officers Project Officers Extension Officers	IPT University of Zimbabwe SAWC	3	1 500
	D. 13	Governance (Inclusive of Legal frameworks, i.e. relevant Acts)	BCM Community Liaison Officers Project Officers Extension Officers	IPT University of Zimbabwe	2	1 000
	D. 14	Entrepreneurship	BCM Community Liaison Officers Project Officers Extension Officers	University of Zimbabwe SAWC	3	2 000
	D. 15	Strategic Leadership	BCM Project Officers	Marathon Training University of Zimbabwe	2	2 850
	D. 16	Report Writing	All of the TS Beneficiaries, excluding Secretariat	University of Zimbabwe	1	750
	D. 17	Project Management	BCM Project Officers	IPT UBD-Ed	2	3 500
	D. 18	Climate Change	BCM Community Liaison Officers Project Officers Extension Officers	IPT	2	No fees
	D. 19	Law Enforcement	Wildlife Police Officers	IPT	2	No fees

Exposure		Top Priority (red category)				
	E.1	Land Use Strategies & Plans	Project Officers Secretariat			Not Available To be determined on an as and when basis
(Case study driven)	E.2	Eco-Tourism Solutions	BCM Project Officers			
		Medium Priority (yellow category)				
	E.3	Sustainable Forestry Management	Project Officers Community Liaison Officers Extrenson Officers			
	E.4	Private Wildlife Estates Management	BCM Project Officers			
	E.5	Wildlife Park Management	BCM Project Officers			
	E.6	Hunting Practises & Monitoring	Wildlife Police Officers			
	E.7	Human-Wildlife Interaction	Wildlife Police Officers			

## **Annexure H – the Monitoring and Evaluation Framework Tools**



## **KIRKPATRICK® HYBRID EVALUATION TOOL TEMPLATE**

### **For Use Immediately Following Training**

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**Instructions:** This template includes a variety of sample questions for each dimension of Levels 1 and 2, and predictive Level 4. Select as few questions as possible from each dimension (i.e., engagement, relevance, customer satisfaction) to meet your information needs. Ideally, only one or two questions per category should be used unless the initiative is a mission-critical pilot program.

These questions are samples that are designed for you to modify and customize to match your program's content, audience, culture and desired results.

**Timing:** Typically measured immediately after the program / learning event. Include questions from all levels / dimensions within the same evaluation tool to maximize your investment.

**Format:** A survey is most common, but questions also can be used for interviews and focus groups. To convert the questions for interview or focus group use, just add "to what degree" to the beginning and modify the wording slightly.

**Rating Scale:** We recommend the following rating scale.

1 = Strongly Disagree   2   3   4   5   6   7   8   9   10 = Strongly Agree

**Tip:** To get the richest possible data, provide a comment field for as many questions as possible. Keep in mind the time and resources required to tabulate hand-written responses.

#### **LEVEL 1: REACTION**

##### **Engagement**

##### **Rating Scale Questions**

- ☐ I took responsibility for being fully involved during this program.
- ☐ I was engaged with what was going on during the program.
- ☐ The class environment helped me to learn.
- ☐ My learning was enhanced by the facilitator.
- ☐ This program held my interest.

### **Open-ended Questions**

- ☐ Was there anything about your experience that interfered with your learning? If so, what?
- ☐ What suggestions do you have that would have increased your involvement?

### **Relevance**

#### **Rating Scale Questions**

- ☐ I understand how to apply what I learned on the job.
- ☐ The course material will be helpful for my future success.
- ☐ I will be able to use what I learned immediately.
- ☐ What I learned in this class will help me on the job.
- ☐ I understand why this program was offered.
- ☐ The information in this program is relevant and applicable to my work.
- ☐ I am clear about what is expected of me on the job as a result of taking this class.

#### **Open-ended Questions**

- ☐ What additional information do you suggest be added to the program?
- ☐ Which modules did you find to be the most relevant to your job?
- ☐ Which modules did you find to be the least relevant to your job?

### **Customer Satisfaction**

#### **Rating Scale Questions**

- ☐ I received helpful information prior to the session.
- ☐ Taking this program was worth my time.
- ☐ I will recommend this program to my co-workers.
- ☐ I would be glad to help others with what I learned.
- ☐ I would like follow-up to help me apply what I learned.
- ☐ The presentation style of the instructor contributed to my learning experience.

#### **Open-ended Questions**

- ☐ How could this program be improved?
- ☐ Please share any other comments you may have.

## LEVEL 2: LEARNING

### Knowledge

*Knowledge is measured primarily with formative exercises during the session or a quiz near the end. At the end of the session (or shortly thereafter), you also may choose to ask a few of the following open-ended questions.*

#### Open-ended Questions

- ☐ What are the major concepts that you learned during this session?
- ☐ What were the most meaningful concepts you learned?

### Skills

*Skill is measured with activities and demonstrations during the session that show that participants can perform the skill. With the exception of writing skills, written questions cannot measure skill level accurately.*

### Attitude

#### Rating Scale Questions

- ☐ I believe this course's content is important to succeeding on the job.
- ☐ I believe it will be worthwhile to apply what I learned on the job.

#### Open-ended Questions

- ☐ Why do you think this course was offered?
- ☐ Explain the importance of applying what you learned on the job.
- ☐ What are your thoughts about applying what you learned?

### Confidence

#### Rating Scale Questions

- ☐ I understand what resources are available to me on the job as I apply this new knowledge.
- ☐ I feel confident about applying what I learned back on the job.
  - ☐ (Optional add-on) If you circled 6 or below, check all that apply. My confidence is not high because:
    - ☐ I do not have the necessary knowledge and skills.
    - ☐ I do not have a clear picture of what is expected of me.
    - ☐ I have other, higher priorities.
    - ☐ I do not have the necessary resources to apply what I've learned.
    - ☐ I do not have the human support to apply what I've learned.
    - ☐ The training didn't give me confidence to apply what I learned.
    - ☐ I don't think what I learned will work.

Annexure H.1 – Evaluation Tool to be used Immediately following the Training

- ☐ There is not an adequate system of accountability to ensure the application of what I learned.
- ☐ Other (please explain):  
\_\_\_\_\_

- ☐ **Instructions:** For each objective (listed on the following page,) rate yourself after the training using the following scale:

- 1 - Little or no understanding of the objective
- 2 - Basic understanding of the objective, but cannot perform it
- 3 - Understands the objective and can perform it with assistance
- 4 - Can perform the objective without assistance
- 5 - Can perform the objective and teach others to do it

Provide the appropriate rating **before** the training, and **now** (after the training).

Please provide comments to explain your ratings.

Before the program	Performance Objective	After the program
	<i>Insert major performance objective #1</i>	
Comments:		
	<i>Insert major performance objective #2</i>	
Comments:		
	<i>Insert major performance objective #3</i>	
Comments:		

### Open-ended Questions

- ☐ Please comment on how confident you feel about applying what you've just learned on the job.

### Commitment

#### Rating Scale Questions

- ☐ I am committed to applying what I learned to my work.  
(Optional add-on) If you circled 6 or below, check all that apply. My commitment is not high because:
  - ☐ I do not have the necessary knowledge and skills.
  - ☐ I do not have a clear picture of what is expected of me.
  - ☐ I have other, higher priorities.
  - ☐ I do not have the necessary resources to apply what I've learned.
  - ☐ I do not have the human support to apply what I've learned.
  - ☐ I don't think what I learned will work.
  - ☐ There is not an adequate system of accountability to ensure the application of what I learned.
  - ☐ Other (please explain):  
\_\_\_\_\_

### Open-ended Questions

- ☐ How committed are you to applying what you have learned back on the job?
- ☐ What barriers to applying what you learned do you anticipate? What could be done to remove them?
- ☐ What specific skills do you plan to apply when you get back to your job?
- ☐ What additional support will you need to implement what you learned?

## PREDICTIVE LEVEL 4: RESULTS

#### Rating Scale Questions

- ☐ I believe I will see an impact in the following areas as I consistently apply what I learned (check all that apply):
  - ☐ Increased productivity
  - ☐ Improved quality
  - ☐ Increased personal confidence
  - ☐ Increased customer satisfaction
  - ☐ Stronger relationships with my colleagues
  - ☐ More respect from my peers
  - ☐ Better organization in my work
  - ☐ Other (please explain):  
\_\_\_\_\_

**Open-ended Questions**

- ☐ What specific outcomes are you hoping to achieve as a result of your efforts?
- ☐ What initial successes will likely occur as you consistently apply what you learned?
- ☐ What types of positive impact do you expect to see as a result of applying what you learned back on the job?

## **KIRKPATRICK® HYBRID EVALUATION TOOL TEMPLATE**

### **For Delayed Use After Training**

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**Instructions:** This template includes a variety of sample questions for each dimension of the levels that are appropriate to evaluate at some point after the training has taken place. Select a few questions from each dimension (i.e., on-the-job behavior, drivers, etc.) that will provide the data you need to make good decisions, and create a chain of evidence for the business value of your training initiative.

These questions are samples that are designed for you to modify and customize to match your program's content, audience, culture and desired results.

**Timing:** Post-training event, after the drivers are engaged and enough time has passed for participants to apply the new skills on the job. The timing will vary depending upon the type of knowledge / skills being taught.

**Format:** Survey, interview or focus group

**Rating Scale:** We recommend the following rating scale.

1 = Strongly Disagree   2   3   4   5   6   7   8   9   10 = Strongly Agree

**Tip:** To get the richest possible data, provide a comment field for as many questions as possible. Keep in mind the time and resources required to tabulate hand-written responses.

### **DELAYED LEVEL 1: REACTION**

#### **Relevance**

##### **Rating Scale Questions**

- ☐ This course provided all of the information I need to be able to perform the skills I learned successfully.
- ☐ The information provided in this course is fully applicable to my job.
- ☐ The timing of this course was appropriate for me.

##### **Open-ended Questions**

- ☐ What information from this course has been most relevant to your job?
- ☐ Was there any information in this course that is NOT relevant to your job? If so, what?
- ☐ What information should be added to this course to make it more relevant to your work?

## **Customer Satisfaction**

### **Rating Scale Questions**

- ☐ I would recommend this course to others with jobs similar to mine.
- ☐ Taking this course was a good use of my time.

### **Open-ended Questions**

- ☐ Looking back, how could this program have been improved?
- ☐ Looking back, what would you change about this course?

## **DELAYED LEVEL 2: LEARNING**

### **Knowledge / Skill**

*If it is important for your chain of evidence, you can re-measure knowledge or skill.  
These questions will be specific to the content taught.*

### **Open-ended Questions**

- ☐ Looking back on the training, what content do you remember most?
- ☐ Looking back on the training, what content do you wish had been covered that wasn't?

### **Attitude**

### **Rating Scale Questions**

- ☐ It is clear why it was important for me to attend this training.

### **Open-ended Questions**

- ☐ In your own words, explain why it was important for you to attend this course.



### LEVEL 3: BEHAVIOR

#### On-the-Job Behavior

##### Rating Scale Questions

- ☐ I have successfully applied on the job what I learned in training.
- ☐ I have been able to apply on the job what I learned in class.
- ☐ **Instructions:** Using this rating scale, circle the rating that best describes your current level of on-the-job application for each listed behavior.

- 1** - Little or no application
- 2** - Mild degree of application
- 3** - Moderate degree of application
- 4** - Strong degree of application
- 5** - Very strong degree of application, and desire to help others do the same

<i>Insert major performance objective #1</i>	1	2	3	4	5
<i>Insert major performance objective #2</i>	1	2	3	4	5
<i>Insert major performance objective #3</i>	1	2	3	4	5

- ☐ I applied what I learned to my work:
  - ☐ Within a week
  - ☐ Within 2-4 weeks
  - ☐ Within 5-12 weeks
  - ☐ I have not applied it, but plan to in the future.
  - ☐ I have not applied it, and do not expect to apply it in the future.
- ☐ I have applied what I learned to my work.

Annexure H.2 – Evaluation Tool for Delayed use after the Training

- ☐ If you circled 7 or above for the previous question, rate the contributions of each of the following factors to your effective performance of (*insert major task or objective*):

Not at all	Low	Medium	High	Coaching from my supervisor
Not at all	Low	Medium	High	Support and / or encouragement
Not at all	Low	Medium	High	Effective system of accountability or monitoring
Not at all	Low	Medium	High	Belief that it would help me to be more effective in my work
Not at all	Low	Medium	High	Ongoing training I have received after the initial class
Not at all	Low	Medium	High	Payment of bonus for applying the knowledge
Not at all	Low	Medium	High	Other (please specify): _____

- ☐ If you circled 6 or below, please indicate the reasons (check all that apply):

- ☐ I do not have the necessary knowledge and skills.
- ☐ I do not have a clear picture of what is expected of me.
- ☐ I have other, higher priorities.
- ☐ I do not have the necessary resources to apply what I've learned.
- ☐ I do not have the human support to apply what I've learned.
- ☐ The training didn't give me the confidence to apply what I learned.
- ☐ I don't think what I learned will work.
- ☐ There is not an adequate system of accountability to ensure the application of what I learned.
- ☐ Other (please explain):  
\_\_\_\_\_

### **Open-ended Questions**

- ☐ Describe your experience in attempting to apply what you learned in training back on the job.
- ☐ To what degree have you applied what you learned?
- ☐ Have you struggled with application? If so, to what do you attribute your difficulty?
- ☐ What steps do you plan to take in the future to continue your progress?

### **Drivers**

#### **Rating Scale Questions**

- ☐ My supervisor and I set expectations for this training before the class.
- ☐ My supervisor and I determined how I would apply what I learned after training.
- ☐ I have received performance support in order to apply what I learned successfully.
- ☐ I receive support and encouragement for applying my learning to my job.
- ☐ I have the necessary resources to apply what I learned successfully.
- ☐ A system of accountability helps me to apply what I learned.
- ☐ Incentives encourage me to apply what I learned.
- ☐ When I apply what I learned, I am rewarded appropriately.

### **Open-ended Questions**

- ☐ What additional training or support do you need to increase your effectiveness?
- ☐ What kind of support have you received that has helped you to implement what you learned?

## PREDICTIVE LEVEL 4: RESULTS

### Leading Indicators

#### Rating Scale Questions

- ☐ I am already seeing positive results from the training.
- ☐ I am expecting positive results from this initiative in the future.
- ☐ I have seen an impact in the follow areas as a result of applying what I learned (check all that apply):
  - ☐ Increased productivity
  - ☐ Improved quality
  - ☐ Increased personal confidence
  - ☐ Increased customer satisfaction
  - ☐ Stronger relationships with my colleagues
  - ☐ More respect from my peers
  - ☐ Better organization in my work
  - ☐ Other (please explain): \_\_\_\_\_

#### Open-ended Questions

- ☐ What early indicators of positive impact have you noticed from your efforts? How do you feel about those successes?
- ☐ What results have you seen since attending this training?
- ☐ Please give an example of the success you have achieved since attending this training.
- ☐ To what degree have the results you expected actually occurred?
- ☐ What additional outcomes are you hoping to achieve from your efforts?

### Desired Results

#### Rating Scale Questions

- ☐ This training has positively impacted this organization.
- ☐ This training has positively impacted organizational profitability.
- ☐ This training has positively impacted mission accomplishment.

#### Open-ended Questions

- ☐ What impact is this training having on the organization as a whole?
- ☐ How has your participation in this training benefited the company?
- ☐ How has this initiative benefited the organization overall?
- ☐ Are you seeing any impact on sales and profitability as a result of this training? If so, please describe.
- ☐ Has this training / initiative helped your organization to accomplish its mission? If so, please describe.

Addressed all the identified training Needs (“the gaps”):

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Goal								
Outcomes								
Outputs								

An agreed, minimum number of TS Beneficiaries (as previously explained in paragraph 2.3) to be involved in ongoing Training Interventions as in terms of the Principle 3:

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Goal Three								
Outcomes								
Outputs								

**Improved Training Infrastructure:**

	INDICATOR	DEFINITION How is it calculated?	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
Goal								
Outcomes								
Outputs								