

PA-11/15/0

PARCS

PROTECTED AREA CONSERVATION STRATEGY

ASSESSING THE TRAINING NEEDS OF PROTECTED
AREA MANAGERS IN AFRICA



SOUTH AFRICA



The WILDLIFE CONSERVATION SOCIETY

**Biodiversity
Support
Program**



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PARCS

Country Report: SOUTH AFRICA

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1.0 PROTECTED AREA CONSERVATION STRATEGY (PARCS)

1.1 THE APPROACH

1.1.1 Africa's system of national parks and protected areas constitutes one of the most important safeguards of the continent's rich biological diversity. Protected Area Managers (PAMs), the decision-makers in the field, play a critical role in the overall functioning of these areas.

In recent years a number of observations on factors constraining effective protected area management, drawn from experiences in the field, have been made. They include:

- a The job of a PAM is becoming an increasingly complex task, requiring technical skills relating not only to wildlife and tourism, but to management, planning, law, policies, finance and accounting as well.
- b Traditional training institutions and programs in Africa generally have not kept pace with the increasing demands of the PAM's job.
- c Courses offered at leading wildlife institutions are often too theoretical, academic, broad-based, host-country specific, and habitat-specific.
- d Few PAMs have access to the formal training opportunities available.
- e Few data exist on the effectiveness, relevance, and value of traditional and non-traditional forms of training for PAMs.
- f The capacity for institutions to train and develop training programs needs to be strengthened.
- g Existing training institutions and programs need to revamp their curricula to address the specific needs of PAMs.
- h Relevant training opportunities outside the traditional conservation sector need to be identified and made available to PAMs.

1.2 THE PROJECT

1.2.1 In light of the above the PARCS project seeks to address two questions:

- (i) What is needed in respect of PAM training to enhance the conservation of Africa's protected areas?; and
- (ii) What can be done to provide such training for PAMs?

PARCS is attempting to do this by:

- a undertaking an assessment of training needs, priorities, constraints, and opportunities for PAMs in three regions of sub-Saharan Africa (east, central, and southern);
- b establishing (pilot) training activities to implement recommendations from the project's training needs and opportunities assessments; and
- c developing a broad series of recommendations for training protected area management staff in Africa.

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

- a assess skills needed for effective protected area management;
- b assess present skill levels;
- c determine the types, amount and frequency of training currently received by PAMs;
- d assess training needs of PAMs;
- e identify constraints to adequate and effective training;
- f identify the institutions and programs presently used for training;

- g identify potential opportunities for relevant training; and
- h identify pilot activities to test innovative training methods.

1.3 OVER-ARCHING QUESTIONS

1.3.1 Data generated by the training needs and training opportunities assessments will be used to answer a suite of over-arching questions which addresses the main points outlined in Section 1.2. These questions are listed below and are divided into broad, general categories of enquiry each with a sub-set of subordinate, specific ones.

1.3.2 The Questions

- 1.3.2.1 What are the responsibilities of a PAM? Are these responsibilities universally recognized?
- 1.3.2.2 What are the constraints on meeting these responsibilities? Where does training fit in?
- 1.3.2.3 Are PAMs skilled to the level judged by this training needs assessment to satisfactorily do their job? Where are the deficiencies?
- 1.3.2.4 What training has been received by current PAMs that is perceived by them as useful? How much? What kinds? Relevant to which kinds of job requirements?
- 1.3.2.5 Assessments of Field Operations Directors (FODs)
 - 1.3.2.5.1 What further training is required?
 - 1.3.2.5.2 What present programs could be restructured/enlarged to include training opportunities for PAMs?
 - 1.3.2.5.3 Are there other appropriate training opportunities that have not been utilized?
 - 1.3.2.5.4 What kinds of training should be recommended?

1.4 THE PROCESS

- 1.4.1 The PARCS project is managed by the Biodiversity Support Program (BSP) and implemented by a collaborative group of three NGOs: The African Wildlife Foundation (AWF), Wildlife Conservation Society (WCS), and World Wildlife Fund (WWF). AWF is the lead organization in eastern Africa, WWF heads PARCS in southern Africa, and WCS has assumed lead responsibility in francophone central Africa.
- 1.4.2 Funding for PARCS comes from the Bureau for Africa of the U.S. Agency for International Development (AID). Supplementary funding has been provided by WWF. AWF, WCS and WWF have contributed staff time to the project as well. Furthermore, each collaborating organization is drawing from its expertise and experience with related on-going activities in the field, to enhance the PARCS assessments.
- 1.4.3 The methodology for the PARCS assessment was developed during a four-day workshop in Nairobi in August 1992. The workshop included the three NGO Regional Managers, the BSP core-team member, and was facilitated by a training specialist from Price Waterhouse.
- 1.4.4 Following the workshop, the methodology was reviewed by a number of key members of the conservation community in Kenya and Zimbabwe and a sampling of wardens from several African countries. The Regional Manager in southern Africa conducted a trial assessment of training needs in Malawi between 13 Sep and 2 Oct. The methodology was also reviewed by the core team in September and amended in light of those reviews.

1.5 TARGET GROUPS

- 1.5.1 The primary target group for the PARCS assessment is the Protected Area Manager, the highest ranking manager on-site in a Protected Area.

Across the many countries in the PARCS assessment, a wide variety of individuals with a multiplicity of titles may act as PAM (e.g., regional officers, warden, senior warden). In order to identify the appropriate individuals for the assessment in each

country, it is necessary to carefully examine organizational structures and job descriptions.

1.5.2 In some countries problems in Protected Area management may result from the placement of higher level staff who have little, if any, experience in such fields as management and planning. Hence, in countries where the PARCS Regional Manager and his/her core team representative deemed it possible and desirable, the assessment was broadened to include the level of management above the PAM (i.e. Field Operations Director (FOD) at the government's Conservation Authority's (CA) headquarters).

1.5.3 It is also recognized that in many cases the job of PAM will eventually be filled by individuals immediately below this level (depending on organizational structures and the procedures of the organization). The Regional Manager and his/her core team representative may have therefore decided to include in the assessment, individuals directly below the PAM.

In Tanzania, for example, there are senior wardens, wardens, and assistant wardens, so assistant wardens may be included in the assessment. In countries such as Zaire, where there are rarely managerial positions below the PAM, lower levels will not be included.

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

- a Subordinates to the PAM (e.g., assistant warden) and other individuals who are likely to work as PAMs in the future;
- b Protected Area Manager (PAM);
- c Officers senior to PAMs, and other individuals who have recently worked as PAMs;
- d Field Operations Director (FOD);
- e Trainers and/or lecturers at wildlife institutions where PAMs receive training; and
- f Research Officers.

1.6 TARGET COUNTRIES

- 1.6.1 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 part the continent.
- 1.6.2 Practical realities, however, will inevitably dictate that in-depth assessments can only be done in some countries, limited assessments in others' and no assessments in yet others. In-depth assessments involve in-country site visits and follow the methodology described in this document. Limited assessments involve more cursory assessments, often conducted from outside the country using means available (limited use of the questionnaire through selective interviews and mailings, collection of baseline data through telephone interviews, literature searches, etc.).
- 1.6.3 The practical realities that dictate where assessments are conducted include, but are not limited to:
- a government cooperation;
 - b USAID cooperation (for those countries being assessed with USAID funds);
 - c civil war or unrest;
 - d relative importance placed on a country's biodiversity and protected areas vis a vis other countries in the region; and
 - e potential for follow-on activities.
- 1.6.4 A categorization of countries was made. Decisions regarding priorities for the use of time and funds among these countries was the joint responsibility of regional managers and their respective core team members.

1.6.4.1 The categorization of countries was as follows:

Eastern Africa

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

Limited Assessments: Somalia.

Central Africa

In-Depth Assessments. Cameroon, Congo, Rwanda, Zaire.

Limited Assessments: Burundi, Central African Republic, Gabon.

Southern Africa

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

Limited Assessment: Mozambique.

Special Assessment: Republic of South Africa (training opportunities only).

SECTION 2: COUNTRY REPORT

2.1 Introduction

2.1.1 The role of South Africa in the PARCS project is unique. Four countries (Botswana, Malawi, Zambia, and Zimbabwe) were the subject of in-depth training needs and opportunities assessments, and one country, Mozambique, was the subject of a limited assessment. South Africa was not involved in any training assessments at all. Rather, South Africa was looked upon as a "resource center" for ideas both in training methods and training opportunities (including both instructors and institutions) that could be possibly called upon during Phase II activities, should the need or opportunity arise.

2.1.2 Contact was made with Dr. J. Venter, at Ecological Consultancy Services, in Klaserie, who had just completed an analysis of existing training facilities for protected area managers in South Africa. The work was carried out for the Southern Africa Nature Foundation (SANF) which was supporting a proposal to establish a new training facility specifically for middle level management staff (i.e. PAMs and Assistant PAMs) in South Africa's conservation agencies and authorities.

The PARCS Regional Manager for southern Africa was invited to Dr. Venter's office at Klaserie; which is near a proposed site for establishing a new training center, adjacent to Kruger National Park. Discussions on PARCS Phase I objectives and progress, and the SANF training initiatives, were held with Dr. Venter at Klaserie between 28 and 29 June 1993.

SECTION 3: TRAINING OPPORTUNITIES ASSESSMENT

3.1 Introduction

- 3.1.1 One of the constraints on training PAMs in the southern Africa region (excluding South Africa) is a lack of awareness on the part of wildlife management authorities of potential training institutes for their staff.

Mweka College, and Garoua College in Cameroon, are generally regarded by most countries included in the PARCS survey to be the institutes of choice for basic training in becoming PAMs. However, the recent dissatisfaction of management authorities in the training given at Mweka College, for example, has prompted those authorities to look for alternative venues for staff training. In response to this situation, some countries, like Zimbabwe, have chosen to establish their own national training institutes (Mushandike).

3.2 Training Facilities in South Africa

- 3.2.1 Protected area management in southern Africa could be better served if management authorities could identify the key training requirements for country-specific management objectives, and pinpoint which institutes are strongest in these areas, in order to ensure that staff attend institutions which provide appropriate training in the deficient skills.¹

Malawi, for example, has sent PAMs for specialized training at Mangosuthu Technikon, and has one senior staff member enrolled for a Ph.D. in fisheries biology at Rhodes University.

Attendance at regional training institutes should always be the preferred option (economics and subject relevance), and PARCS strongly supports

¹ Implicit in this recommendation is the assumption, of course, that management authorities cannot provide the required training through other, more economical means like In-Service or On-the-Job training. The PARCS project encourages further research into these other two options.

the use of African institutes for training wildlife staff.

- 3.2.2 Options for sending staff for training to South Africa may increase in the very new future as the political situation changes. Botswana, Malawi, Mozambique, Zambia and Zimbabwe all have training needs which could be met by sending staff to any of the institutes in South Africa that offer various levels of training in protected area management.

A preliminary analysis of existing training facilities for protected area managers in South Africa has been undertaken by Venter (1992). Venter's (op. cit.) analysis includes a review of training facilities at university, Technikon (polytechnic), agricultural college, nature conservation agency and private sector levels (Annexe 1: Tables 1 to 5, Venter [1992]).

- 3.2.3 In addition, there is a proposal (see Section 4.0 below) to establish a new training facility for the expected increase in the number of indigenous South Africans becoming involved in protected area management who in the past have been given limited (or no) opportunity for specialized training at middle-management level.

SECTION 4:
PROPOSED WILDLIFE MANAGEMENT TRAINING INSTITUTE IN
SOUTH AFRICA

4.1 Introduction

- 4.1.1 A proposal has been tabled to develop a two-year curriculum at a yet-to-be-established wildlife management institute that will provide hands-on, practical training in applied resource management for wardens and senior rangers in South Africa's protected area system (Anderson, Taylor, and Venter, (1993)).

The need for such a training facility, particularly for middle-management staff, was identified by Ferrar and Johnson (1990). The Southern Africa Nature Foundation (SANF) has undertaken an assessment of training opportunities presently available to protected area managers in South Africa (Venter, 1993).

- 4.1.2 The emphasis of the training is to be on experienced management staff already in service with the country's conservation agencies/authorities. In this regard the training program will differ from training programs offered at institutions such as Mweka College, which focus on preparing staff for protected area management positions.

- 4.1.3 Venter (1993) stated that, "[The course] should emphasize relevant experience and mid-management potential rather than academic qualifications. The conceptual emphasis of the course should be on resource management in a community development context, and the role that the training establishment can play in this development". This training philosophy coincides, to a large extent, with that of PARCS.

4.2 Proposed Curriculum

- 4.2.1 The proposed curriculum is to consist of a "core" program complemented by "elective" courses which will cover basic literacy and numeric skills, word-processing, computerized financial management and the management of marine habitats.

The core program will focus on the individual needs of participants, and be based on a protected area management plan.

Participants deficient in reading and writing skills will need to attend appropriate courses under the elective program.

4.2.2 The two-year program will consist of an initial induction and basic skills course followed by a core curriculum divided into three basic categories of instruction:

- Natural Resource Management Skills (including, ecological management, law enforcement, and infrastructural management);
- People Management Skills (including tourism, neighbor relations, and community development); and
- Administrative Skills.

The curriculum is to be established on the basis that during the two-year training course participants will return to their places of work and implement a conservation management project which is relevant to their protected area.

4.2.3 The Natural Resource Management course is to be structured on a protected area management plan, and a "management by objectives" approach adopted to teach it. Emphasis will be placed on:

- project, financial and management planning;
- the philosophy and ethics of conservation;
- use of technical manuals; and
- consideration of the management of marine protected areas.

Details of the proposed course structure and content are given in Anderson et. al. (1993).

4.2.4 The Infrastructural Management program will cover topics such as:

- mapping of biologically sensitive sites;
- visitor use zonation;

- location of airstrips;
- road building;
- vehicle maintenance;
- fencing;
- utilities & supplies; and
- waste management.

4.2.5 For People Management Skills critical appraisals of community development projects like CAMPFIRE and COBRA will be undertaken.

Sustainable utilization of resources and eco-tourism are seen to be the two main sources of generating funds to secure the financial viability of protected areas. Protected area managers will have to be "service-oriented" to develop and facilitate appropriate eco-tourism activities in their protected areas.

4.2.6 The Basic Administrative Skills course will entail:

- basic functional literacy and numeracy;
- advanced writing skills;
- strategic and project planning;
- legal issues;
- financial planning and control;
- personnel management;
- computer training;
- office management; and
- vehicle fleet management.

4.2.7 Many of the topics described above have been identified by the PARCS assessment as training needs for PAMs in Malawi, Zambia, Zimbabwe and Botswana as well as in countries assessed in eastern and central Africa.

Clearly, if the proposed wildlife training institute is established, PAMs from PARCS countries could benefit from the hands-on approach to protected area management training in South Africa.

4.2.8 The success of this proposed training initiative will depend on co-operation with other relevant wildlife training institutions in terms of national and international diploma status.

The program must also be endorsed by conservation authorities to ensure a regular flow-through of participants and financial support.

4.3

PARCS & The Proposed Training College

- 4.3.1 Once the college has been established and the training curriculum developed, it has been proposed that an initial cohort of about eight to twelve middle-level management professionals should attend the course to evaluate its efficacy before it is made more widely available to PAMs throughout South Africa.

It is hoped that in time the college will be in a position to take in PAMs from other countries, not only in southern Africa, but from other regions as well.

- 4.3.2 One of the objectives of PARCS Phase II is to foster intra-regional exchanges in training ideas and methods.

A common theme of post-questionnaire discussions, with PAMs in Phase I, was the idea that protected area management in each country could benefit from PAMs' contact and interaction with colleagues in neighboring countries. One way of establishing such contact and interaction is through attending training courses with PAMs from other countries at regional training centers.

The approach to training to be adopted by the South African initiative is of the kind that would address the PARCS objective stated in the first sentence of this paragraph. It is therefore strongly recommended that all countries interested in sending their staff to South Africa to enroll in the new training course should begin now to express their interests by contacting SANF, and outlining their specific training needs. The college could then decide on the appropriateness of their curriculum to the training needs identified, and advise accordingly.

**SECTION 5:
REFERENCES**

- Anderson, J. L., Taylor, J., & J. Venter. 1993. Preliminary Proposals for a Curriculum for a Wildlife Training College in South Africa. Ecological Consultancy Services, Klaserie. Report to the Southern Africa Nature Foundation
- Ferrar, A. A., & S. R. Johnson. 1990. Proposal for a centre for applied resource management. Unpublished memorandum
- Venter, J. 1992. A Preliminary Analysis of Existing Training Facilities for Protected Area Managers in Southern Africa. Ecological Consultancy Services, Klaserie. Report to the Southern Africa Nature Foundation

**SECTION 6:
ACKNOWLEDGEMENTS**

PARCS would like to thank Dr. J. Venter, who kindly gave of this time and hospitality during the RM's visit to Klaseie.

PARCS Phase I has involved four NGOs-- AWF, BSP, WCS and WWF-- whose staff have contributed in many ways to the success of the project. Thanks to you all.

ANNEXE 1:
TRAINING FACILITIES

Table 1 Existing Training Facilities for Protected Area Managers in South Africa at a University level
(SAIE, 1992)

ADDRESS	UNDERGRADUATE COURSES	POST-GRADUATE COURSES
University of Cape Town, Departments of Botany & Zoology, RONDEBOSCH 7700	Zoology & Botany	MSc in Quantitative Resource Ecology, MSc in Conservation Biology
Rhodes University, Departments of Botany, Geography & Zoology, P O. Box 94, GRAHAMSTOWN 6140	Zoology, Botany & Geography	Botany (Hons) Geography (Hons) Zoology & Entomology (Hons)
University of Transkei, Departments of Botany & Zoology, P/bag X1, UMTATA	Zoology & Botany	Zoology (Hons) MSc in Zoology
University of Natal, Departments of Agriculture, Botany & Zoology, P O. Box 375, PIETERMARITZBURG 3200	Grassland Science, Botany & Zoology	MSc & PhD in Grassland Science, Botany or Zoology
University of Natal, Department of Biology, King George V Ave., DURBAN 4001	Environmental Biology	MSc & PhD in Environmental Biology
University of Durban-Westville, Department of Botany, P/bag X54001, DURBAN 4000	Botany	Hons., MSc & PhD in Botany
University of Zululand, Botany Department, P/bag X1001, KWADLANGEZWA 3886	Botany	Hons. in Botany
Potchefstroom University for CHE, Department of Botanical Sciences, P/bag X6001, POTCHEFSTROOM 2520	Botanical Sciences & Soil Sciences	Hons., MSc & PhD in Resource Development Ecology & Parks Ecology
University of Pretoria, Departments of Botany and Zoology, PRETORIA 0002	Botany & Zoology	Hons., MSc & PhD in Botany, Mammology or Wildlife Management
University of the Orange Free State, Departments of Botany and Zoology, P O. Box 339, BLOEMFONTEIN 9300	Botany & Zoology	Hons., MSc & PhD in Botany or Zoology
University of Western Cape, Department of Botany, P/bag X17, BELLVILLE 7535	Botany	
University of the Witwatersrand, Botany & Zoology Departments, WITS 3050	Botany & Zoology	Hons. in Botany or Zoology MSc in Quantitative Conservation Biology

Table 2 Existing Training Facilities for Protected Area Managers in South Africa at a Technikon level

DETAILS	CAPE TECHNIKON	MANGOSUTHU TECHNIKON	PRETORIA TECHNIKON	TECHNIKON RSA
Address:	P.O. Box 652 CAPE TOWN 8000	P.O. Box 12363 JACOBS 4026	P/bag X680 PRETORIA 0001	P/bag X6. FLORIDA 1710
Tel no:	021-4603190	031-9071855	012-3185911	011-4712336
Fax no:	021-4603217	031-9072892	012-3185114	011-4712134
Contact person:	Mr. P.J. Laubscher	Mr. P. Small	Mr. A. Lowry	Mr. D. Baird
Type of training:	Contact	Contact	Contact	Distance
Qualification:	National Diploma in Nature Conservation			
Duration:	Minimum of 3 years (2 years full-time academic & 1 year experiential)			
Course content:	First semester Plant Studies I Animal Studies I Conservation Ecology I Conservation Development I Conservation Administration I		Second semester Plant Studies II Animal Studies II Conservation Ecology II Resource Management I	
	Third semester Plant Studies III Animal Studies III Resource Management II Conservation Communication I		Fourth semester Conservation Ecology III Resource Management III Conservation Communication II	
INFRASTRUCTURE				
Library:	Yes	Yes	Yes	Yes
Lecture facilities:	Yes (20-200)	Yes (up to 40)	Yes (20-200)	Yes (80-320)
Student accommodation:	Yes (500 students)	Yes (1000 students)	Yes (2000 students)	None at present
Laboratory facilities:	Yes	Yes	Yes	Yes
Other:	AV library & computer lab	AV library	AV library & herbarium	Printing press
Entrance requirements:	Senior certificate with English (HG) & Africans (OG)	Senior certificate with English (HG) & Biology	Senior certificate with English & Biology (recommended)	Senior certificate with English & Biology (recommended)

Table 2 Existing Training Facilities for Protected Area Managers in South Africa at a Technikon level (Continued)

DETAILS (CONTINUED)	CAPE TECHNIKON	MANGOSUTHU TECHNIKON	PRETORIA TECHNIKON	TECHNIKON RSA
Cost:				
(Year 1)	R 3060	R 3600	R 3150	16 subjects @
(Year 2)	R 2380	R 3600	R 2450	R 350 each
SPECIAL FEATURES OF FACILITY/STAFF				
Portuguese:		not spoken	not spoken	not spoken not spoken
African languages:	not spoken	Zulu	not spoken	Nguni & Sotho
On-campus game park:	No	No	No	No
Black training initiative:	No	Yes-includes students from Zimbabwe, Malawi & Swaziland	No	Yes-only 53% of general student body is white
DATA ON STUDENTS:				
Number of students admitted:				
1990:	45	ca. 40	ca. 80	ca. 350
1991:	51	ca. 40	ca. 80	ca. 350
1992:	53	ca. 40	ca. 80	ca. 350
Number of students graduating:				
1989:	ca. 40	-	ca. 45	20-30
1990:	ca. 40	-	ca. 45	20-30
1991:	ca. 40	-	ca. 45	20-30
Estimated graduate employment success:				
rate:	51-75%	76-99%	51-75%	76-99%

Table 3 Existing Training Facilities for Protected Area Managers in South Africa at an Agricultural College level

DETAILS	FORT COX COLLEGE OF AGRICULTURE & FORESTRY	TOMPI SELEKA AGRICULTURAL COLLEGE/ TECHNIKON
Address:	P/bag X02, MIDDLEDRIFT 5685, CISKEI	P/bag X9619, MARBLE HALL 0450
Tel no:	040462-26	012020-2025
Fax no:	040462-26 (Ask for fax line)	012020-3478
Contact person:	Mrs. J. Coleman	Dr. P. Bartels
Type of training:	Contact with emphasis on hands-on experience	Contact with emphasis on hands-on experience
Qualification:	Diploma in Nature Conservation	Will offer National Diploma in Nature Conservation in 1994
Duration:	3 years (2.5 years full-time academic and 6 months experiential)	3 years (2 years full-time academic and 1 year experiential)
Course content:	<p>First semester Fire Protection I Silviculture I Botany I Animal Studies I Building Construction Mathematics</p> <p>Second semester Fire Protection II Accountancy Silviculture II Botany II Animal Studies II Environmental Law I Mechanics</p> <p>Third semester Land Survey Natural Resource Economics Field Skills I Ecology I Animal Studies III Environmental Law II Botany III</p>	<p>Course content will be identical to that of the Technikons (Table 2)</p> <p>Fourth semester (Fort Cox) Game Reserve Management I Fisheries Science I Field Skills II Ecology II Communication Skills I Wildlife Veterinary Science Animal Studies IV</p> <p>Fifth semester (Fort Cox) Practical semester with students seconded to a protected area</p> <p>Sixth semester (Fort Cox) Ecology III Communication Skills II Conservation Land Use International Conservation Perspectives Ethno-botanical Nursery Practice Game Reserve Management II</p>
INFRASTRUCTURE		
Library:	Yes	Yes
Lecture facilities:	Yes (can accommodate 15 students at present; proposed 1993 development for 70-140 students)	Yes (30-100)
Student accommodation:	Yes (162 students)	Yes (400 students)

Table 3 Existing training facilities for protected area managers in South Africa at an Agricultural College level (Continued)

DETAILS AGRICULTURAL (CONTINUED)	FORT COX COLLEGE OF AGRICULTURE & FORESTRY	TOMPI SELEKA COLLEGE/ TECHNIKON
Laboratory facilities:	Yes	Yes
Other:	Forestry nursery & woodlots; extensive sports facilities	AV library, Computer lab, extensive sports facilities
Entrance requirements:	Senior Certificate with 'E' aggregate. Biology, Mathematics & English recommended	Senior Certificate. Biology, Mathematics & Science recommended
Cost:	R 1620 per annum (including residence fees)	R 2000 per annum (including residence fees)
SPECIAL FEATURES OF FACILITY/STAFF		
Portuguese:	not spoken	not spoken
African languages:	Zulu (Other courses have Ghanaian & Ugandan lecturers)	(Other courses have lecturers from Lebowa, Venda & Zimbabwe)
On-campus game park:	Yes - 160ha game park 10 minutes drive from administration centre	Yes - 150ha game park 5 minutes drive from administration centre
Black training initiative:	Yes - nature conservation students currently come from Ciskei & Transkei	Yes - general student body comes from Black homelands & Swaziland
DATA ON STUDENTS:		
Number of students admitted:		
1990:	6	Course not yet initiated
1991:	10	-
1992:	10	-
Number of students graduating:		
1989:	3	-
1990:	3	-
1991:	8	-
Estimated graduate employment success rate:	76-99%	-

Table 4 Existing Training Facilities for Protected Area Managers in South Africa at a Nature Conservation Agency Level

DETAILS	NATIONAL PARKS BOARD	NATAL PARKS BOARD	CAPE NATURAL CONSERVATION	TPA NATURE CONSERVATION
Address:	P O. Box 787 PRETORIA 0001	P.O. Box 662 PIETERMARITZBURG 3200	P/bag X9086 CAPE TOWN 8000	P/bag X209 PRETORIA 0001
Tel no:	012-3439770	0331-471961	021-4834096	012-3233403
Fax no:	012-3439958	0331-471037	021-230939	012-3253869
Contact person:	Mr. J. Verhoef	Mr. R. Parris	Mr. J.D. van Wyk	Dr. P. Mulder
Type of training:	in service	in service	in service	in service
Qualification:	Certificate after successful completion of course usually issued			
Duration:	Duration varies from course to course but usually not longer than 5 working days			
Course content:	Can be broadly categorized into the following skills: management, communication, interpersonal, interviewing, game scouts, natural sciences, field, technical and specialist skills (See Appendix 2 for list of in-service training courses offered by various Nature Conservation Agencies)			
INFRASTRUCTURE				
Library:	Yes	Yes	Yes	Yes
Lecture facilities:	Yes	Yes	Yes	Yes
Student accommodation:	Yes (16-21 people in Kruger Park,	Yes (at various NPB resorts & rest camps)	Yes (20-60 at various e.e. centres)	Yes (up to 90 at various TPA e.e. centres)
Laboratory/resource centre:	Yes	Yes	Yes	Yes
Entrance requirements:	Employee (but also from outside conservation agencies)	Employee (but also from outside conservation agencies)	Employee	Employee
Costs:	Costs of courses covered by the relevant employee			
SPECIAL FEATURES OF FACILITY/STAFF				
Portuguese:		spoken	not spoken	not spoken
African languages:	Certain instructors speak Shangaan	Certain instructors speak Zulu	not spoken	not spoken
Black training initiative:	Yes-southern African through Dept. of Foreign Affairs	Yes-manage.s from Kwazulu Bureau of Natural Resources	No	No

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Table 4 Existing Training Facilities for Protected Area Managers in South Africa at a Nature Conservation Agency Level (Continued)

DETAILS	BOPHUTHATSWANA NATIONAL PARKS BOARD	KANGWANE PARKS CORPORATION	KWAZULU BUREAU OF NATURAL RESOURCES
Address:	P.O. Box 4124 RUSTENBURG 0300	P.O. Box 1990 NELSPRUIT 1200	P/bag X9024 PIETERMARITZBURG 3200
Tel no:	01466-55855	01311-53931	0331-946205
Fax no:	01466-55855 (ask for fax line)	01311-23153	0331-421948
Contact person:	Mr. L. Ashley	Mr. K. Lane	Mr. B. Stevens
Type of training:	in service training for mid-managers	in service	in service
Qualification:	Certificate on completion of module Diploma on completion of course (9 modules)	Certificate on completion of course	Certificate on completion of course
Duration:	Intermittent training over 3 years	Varies from course to course (5 dys-6 wks)	Varies from course to course (1 dy-6 wks)
Course content:	People management; field & park management, interpersonal skills	(See Appendix 2)	Leadership Orientation Course (External course)
INFRASTRUCTURE			
Library/ Resource centre:	Yes	Yes	Yes
Lecture facilities:	Yes	Yes	Yes
Student accommodation:	Yes (at various rest camps)	Yes (at Songimvelo Training Centre)	Yes (at hotel & at various NPB rest camps & resorts)
Entrance requirements:	Employees identified as potential mid-managers	Employees and also from outside conservation agencies	Employees who go on Natal Parks Board training courses
Costs:	Costs of courses covered by relevant employees		
SPECIAL FEATURES OF FACILITY/STAFF			
Portuguese:	not spoken	not spoken	not spoken
African languages:	Certain instructors speak Tswana	Certain instructors speak Swazi	Certain instructors speak Zulu
Black training initiative:	Yes-currently training potential mid-managers	Yes-southern African including Mocambique	Yes-but for own employees only

Table 5 Existing Training Facilities for Protected Area Managers in South Africa at a Private Initiative Level

DETAILS	GAME RANGER TRAINING COORDINATION GROUP	WILDERNESS TRUST OF SOUTHERN AFRICA	PHASA/PROFESSIONAL HUNTERS TRAINING CENTRES
Address:	Kruger National Park P/bag X402 SKUKUZA 1350	P O. Box 645 BEDFORD VIEW 2008	PHASA, P.O. Box 770 CRAMERVIEW 2060
Tel no:	01311-65611	011-4532086	011-7067724
Fax no:	01311-65467	011-4537649	011-7062014
Contact persons:	Mr. J. Greef Mr. B. Bryden	Mr. C. Walker	Ms. C. Timm
Type of training:	Anti-poaching at a game scout & mid-manager level	Field guiding at a game ranger/courier level	Professional Hunters license (with the 4 provincial conservation agencies)
Qualification:	none-in service training	Certificate accredited by Field Guides Association of Southern Africa	Professional Hunters license (separate license required for each province)
Duration:	Variable-in service training	7 days each for basic & advanced courses	Privatised-depends on approved training centre (5 in South Africa)
Course content:	Boundary control, anti-poaching patrols, game scout training, conservation, communication, leading evidence, intelligence gathering	4-wheel vehicle driving, camp duties & etiquette, catering, use of firearms, first aid; spoor, tree & bird ID; client communication	Ballistics, tracking, skinning & caping, hunting skills, general bush knowledge, knowledge of various provincial ordinances
Entrance requirements:	Actively involved in protected area management; basic literacy skills	Actively or potentially involved in taking out tourists in protected areas	Actively or potentially involved in taking out hunters for a fee
Costs:	covered by relevant employees	R 800 for basic course R 900 for advanced course	Fees variable
Black training initiative:	Yes-currently coordinating game scout training	Yes-southern African initiative	Yes-South African initiative
Conservation agencies involved:	National PB, Natal PB, Cape NC, Transvaal NC, Orange Free State NC, Bophuthatswana NPB, Kwazulu BNR, Kangwane PC, Klaserie PNR, Lapalala WA, Namibia NC	n/a	Natal Parks Board, Transvaal Nature Conservation, Cape Nature Conservation, Orange Free State Nature Conservation

Table 5 Existing Training Facilities for Protected Area Managers in South Africa at a Private Initiative/Statutory Board/University Level (Continued)

DETAILS	UMGENI VALLEY PROJECT	NATIONAL BOTANICAL INSTITUTE	WITS RURAL FACILITY
Address:	P.O. Box 394 HOWICK 3290	P/bag X7 CLAREMONT 7735	P.O. Box 7 KLASERIE 1381
Tel no:	0332-303931	021-7621166	0020 Ask for Klaserie 23
Fax no:	0332-304576	021-7623229	0020-Klaserie 23 Ask for fax line
Contact person:	Mr. J. Taylor	Prof. B. Huntley	Prof. J. Gear
Type of training:	Non-formal courses primarily in environmental education	Non-formal courses with a botanical bias can be given to NBI staff	Community outreach programme, research into sustainable resource utilisation
Qualification:	Certificate of attendance	none	none
Duration:	Variable according to students needs	Variable according to students needs	Variable according to students needs
Course content:	Environmental education, literacy, resource materials, ecology	Plant surveys and inventories, plant identification, establishing of herbaria	Modules on community development, economics, entrepreneurship
INFRASTRUCTURE			
Library/ Resource centre:	Yes	Yes	Yes
Lecture facilities:	Yes	Yes	Yes
Student accommodation:	Yes (up to 50 people)	Not applicable	Yes (up to 45 people)
Entrance requirements:	Not applicable	Not applicable	Not applicable
Costs:	R 35 per day (including accommodation & meals)	Fees variable	Fees variable
SPECIAL FEATURES OF FACILITY/STAFF			
Portuguese:	not spoken	spoken	not spoken
African languages:	Certain instructors speak Zulu	not spoken	Certain staff members speak Shangaan & Zulu
Black training initiative:	Yes-southern African initiative	Yes-southern African initiative	Yes-South African initiative