

**COLLEGE OF AFRICAN WILDLIFE MANAGEMENT,
MWEKA, TANZANIA**



**BUSHMEAT TRAINING DEVELOPMENT
WORKSHOP**

7TH – 9TH MAY 2002

FINAL REPORT

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The Bushmeat Training Development Workshop, was jointly organised by the College of African Wildlife Management, Mweka, Tanzania (CAWM) and the Bushmeat Crisis Task Force, USA (BCTF).

In particular, thanks are due to the staff of CAWM for their hard work and hospitality provided prior to and during the Workshop.

We would also like to thank the BCTF Supporting Members and Steering Committee for their support and contributions to this workshop.



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EXECUTIVE SUMMARY

i) INTRODUCTION

The illegal commercial bushmeat trade is one of the most significant conservation issues facing the African continent today. An important long-term solution to the bushmeat crisis in Africa is the development of integrated training programmes for African professionals on applied conservation that addresses the issues that result in the unsustainable illegal commercial trade of bushmeat.

The development of formal curricula on bushmeat through a participatory and collaborative process will provide wildlife professionals with the skills and knowledge to address this issue directly in the field and assure that it becomes a priority item for developing wildlife management programmes. The development of such formal curricula can play a key role in identifying long-term solutions to this crisis.

To this end, the Bushmeat Crisis Task Force (BCTF) and Africa's three regional wildlife colleges (École pour la Formation des Spécialistes de la Faune de Garoua, Cameroon (EFG); College of African Wildlife Management, Mweka, Tanzania (CAWM); and Southern African Wildlife College, South Africa (SAWC)) are collaborating to develop bushmeat curricula for mid-career wildlife managers, educators and community leaders to build their capacity to respond to this growing wildlife and human crisis. In May 2001, BCTF held a meeting in Washington, DC that included over 150 bushmeat experts and interested professionals from more than 20 countries. BCTF provided support for participation in the meeting from CAWM, EFG and SAWC. A special meeting was organized in collaboration with the Africa Biodiversity Collaborative Group on 16th May 2001 where the three college representatives provided presentations regarding their overall education programmes. This meeting was followed by their participation in the BCTF meeting, including a half-day workshop on the development of bushmeat education materials in Africa. The results of that meeting called for a stepwise approach to engage key decision-makers (KDMs) in the bushmeat issue and develop curricula for the regional colleges. Without the establishment of formal education and training opportunities for wildlife management professionals, it is less likely that the positive effects of any of the other proposed short-term solutions to the bushmeat crisis will be sustainably implemented.

This report covers one of the regional curriculum-development workshops, held at the College of African Wildlife Management, Mweka, Tanzania in May 2002.

ii) MWEKA WORKSHOP

The Workshop was attended by 39 participants, consisting of representatives from six eastern African countries (Burundi, Kenya, Rwanda, Tanzania, Uganda and Zambia), as well as Cameroon, South Africa and the USA. Representatives from Malawi were invited but, unfortunately, were unable to attend. The Workshop was officially opened by Mr Philemon Luhanjo, Permanent Secretary, Ministry of Natural Resources and Tourism, Tanzania and officially closed by Ms Hilda Ngoye, Regional Commissioner, Kilimanjaro Region, Tanzania.

Participants were selected based on their interest in and expertise on the issues surrounding training related to the utilisation of bushmeat within the eastern Africa region. Therefore, participants represented a combination of national and regional wildlife authorities, NGOs and training institutions, as well as individuals with specifically relevant field experience and knowledge.

The overall Workshop objective was to develop a framework for training on the sustainable utilisation of bushmeat within the eastern Africa region. The Workshop combined three methods in order to achieve this overall objective. These methods were:

- Individual presentations
- Working group discussions using the Nominal Group Process
- Plenary discussions to reach consensus

Following the individual presentations, the Workshop participants moved into three Working Groups. The participants were pre-assigned to Working Groups based on their geographic origin, type of organisation and individual areas of expertise.

The Working Groups were given a number of objectives to address before the Plenary Sessions convened to receive feedback from the Working Groups and attempt to reach an overall consensus. These objectives were:

OBJECTIVE 1: Working Groups suggest the key bushmeat issues, the training needs associated with these issues and the target trainees.

OBJECTIVE 2: Working Groups define training needs in terms of specific competencies and core values (knowledge, skills and attitudes or KSAs).

OBJECTIVE 3: Working Groups propose a syllabus to cover the agreed competencies and core values.

OBJECTIVE 4: Working Groups propose the methods of learning/teaching, specific exercises or case studies, and a timetable for the course/s.

Due to time restrictions, Objective 4 was only partly addressed by one of the Working Groups.

iii) TARGET TRAINEES

The output from the Workshop consisted of outline syllabi for three short courses targeted at three different groups of trainees. These three groups were:

A: Resource Managers

This group of trainees consists of resource managers from wildlife, forestry and fisheries sectors, protected area wardens, district/regional game officers and managers of community-based or NGO or private sector protected areas or reserves.

B: Law Enforcement Officers

This group of trainees consists of customs officers, police officers, anti-poaching officers, licensing officers, government veterinary officers, wildlife/forestry/fisheries law enforcement officers, military personnel (where the military have a civil law enforcement role).

C: Community, Private Sector and NGO Representatives

This group of trainees consists of appointed, elected or traditional community leaders, chairpersons of local natural resource committees, NGO leaders and private sector leaders.

iv) OUTLINE SYLLABI

The details of the training needs, competencies, core values and detailed syllabi for each group are included in the main body of the report, however the outline syllabi for each course is presented below:

A: Community, Private Sector and NGO Representatives

1. Introduction to Bushmeat

1.1 Definitions

1.2 Legal and illegal aspects

1.3 Environmental impacts

1.4 Community socio-economic factors

1.5 Private sector economic factors

1.6 Species used for bushmeat (case studies of what is used regionally, past and present)

2. Introduction to the principles of conservation

2.1 Community values

2.2 National values

2.3 International values

2.4 Fundamentals of conservation biology (four evils, over harvesting, habitat loss, SLOSS, genetics-inbreeding effects, population crash)

3. Introduction to relevant legislation and the implications for local communities

3.1 International and regional treaties pertaining to wildlife in East Africa

3.2 National laws related to wildlife and wildlife use

3.3 Local bylaws related to wildlife

3.4 Traditional/customary laws related to wildlife (case reports from students)

4. Introduction to environmental economics

4.1 Open access resource exploitation characteristics, demand/supply curves

4.2 History

4.3 Application of principles of EE

4.4 Identification of tools

4.5 Identification of tools used and available in EE (benefit-cost analysis, EIA)

4.6 Basic background on how they are used

5. *Introduction to skills used for effective communication*
 - 5.1 *Written*
 - 5.1.1 *Report writing – Mweka, text books*
 - 5.1.2 *Letter writing – Mweka, text books*
 - 5.1.3 *Proposal writing – Mweka, text books*
 - 5.1.4 *Brochure/flyer design – NGOs, private sector*
 - 5.2 *Oral*
 - 5.2.1 *Presentation skills*
 - 5.2.1.1 *Public speaking – Toast masters*
 - 5.2.1.2 *Gestures – Text books*
 - 5.2.2 *Use of traditional story telling methods*
 - 5.2.2.1 *Plays – musicians, artist, drama group*
 - 5.2.2.2 *Songs – musicians, artists*
 - 5.2.3 *Negotiation skills – UN Dept, UNHCR, text books*
 - 5.3 *Basic networking skills – business school, text books*
6. *Introduction to gender related issues*
 - 6.1 *Background*
 - 6.1.1 *Defining gender*
 - 6.1.2 *Historical overview (class assignment – personal experiences from their communities)*
 - 6.1.3 *Defining gender issues (environmental/natural resource decision making)*
 - 6.2 *Core issues*
 - 6.2.1 *Identifying gender related issues/disparities within communities*
 - 6.2.2 *How to mitigate these issues within communities*
7. *Introduction to law enforcement policies and measures at national and local levels*
 - 7.1 *Knowledge of all laws/acts/bylaws relevant to wildlife and the trade of wildlife*
 - 7.2 *Knowledge of penalties for illegal trade*
 - 7.3 *Knowledge of positive legal options – Kenya coffee case*
 - 7.4 *Obligations of the government to return revenue back to the communities*
 - 7.5 *Background to the relevant institutions that work in this field and their duties/purpose/responsibilities*
8. *Fundamentals of bushmeat*
 - 8.1 *Hunting/harvesting techniques*
 - 8.1.1 *Identification of techniques that are not sustainable or morally/ethically acceptable (case studies from local communities)*
 - 8.2 *Zoonotic diseases related to bushmeat*
 - 8.2.1 *Impact of diseases to livestock/humans*
 - 8.3 *Hygienic methods for handling/butchering/consuming/transportation/preservation of bushmeat*
 - 8.4 *Techniques used for meat species identification*

9. *Sustainable use of wildlife*
 - 9.1 *Holistic approach to conservation and use*
 - 9.2 *Hunting/harvesting techniques*
 - 9.3 *Quota setting*
 - 9.4 *Research, monitoring skills/techniques (census, population counts, biodiversity assessment, interdependence of species, principles of biodiversity)*
 - 9.5 *Record keeping skills*
10. *Introduction to self-regulation within communities*
 - 10.1 *How to deal with individuals who carry out illegal activities (case study of traditional communities)*
 - 10.2 *Quota setting procedures*
11. *Introduction to needs assessment format/skills*
 - 11.1 *Procedures on carrying out needs assessment*
 - 11.1.1 *PRA*
 - 11.1.2 *RRA*
 - 11.1.3 *Other tools used*
12. *Introduction to programme/project management*
 - 12.1 *Fundamentals of project management*
 - 12.1.1 *Log frame analysis*
 - 12.1.2 *Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis*
 - 12.2 *Basics in human resources management*
 - 12.3 *Basics in budgeting/accounting/book-keeping skills*
13. *Introduction to business principles*
 - 13.1 *Appropriate tools that can be used by local communities*
 - 13.2 *Basics in business plan development*
 - 13.2.1 *Rationale (assignment of developing a business plan using EE principles)*
14. *Introduction to participatory business optional plan*
 - 14.1 *Fundamentals of participatory business optional plans (PBOP) (assignment to develop a plan for their community)*
15. *Alternatives to bushmeat*
 - 15.1 *Economic*
 - 15.1.1 *Identification of other suitable sustainable alternative economic activities for local people in the region*
 - 15.2 *Meat*
 - 15.2.1 *Basic nutritional requirements for humans*
 - 15.2.2 *Rationale for other sources of proteins (cultural bias)*
 - 15.2.3 *Identification of suitable regional alternatives (case studies option)*
16. *Training of trainers*

B: Resource Managers

1. *Bushmeat industry*
 - 1.1 *Introduction to the bushmeat concept*
 - 1.1.1 *Definition*
 - 1.1.2 *History*
 - 1.1.3 *Roles and impacts*
 - 1.2 *Bushmeat stakeholders*
2. *Bushmeat products*
 - 2.1 *Introduction*
 - 2.2 *Public health issues*
 - 2.3 *Meat preservation*
 - 2.4 *Meat identification*
3. *Wildlife management*
 - 3.1 *Introduction to wildlife management*
 - 3.2 *Wildlife monitoring and research*
 - 3.2.1 *Data collection and analysis*
 - 3.3 *Environmental economics*
 - 3.3.1 *Introduction*
 - 3.3.2 *Analytical skills*
 - 3.3.2.1 *Environmental analysis*
 - 3.3.2.2 *Cost-benefit analysis*
4. *Principles of sustainable utilisation*
 - 4.1 *Introduction*
 - 4.2 *Wildlife utilisation (stakeholders)*
 - 4.3 *Alternatives to bushmeat*
 - 4.4 *Community development skills*
 - 4.5 *Setting of quotas*
5. *Policies and legislation*
 - 5.1 *Introduction*
 - 5.2 *International and local policies and legislation*
 - 5.3 *Law enforcement*
 - 5.3.1 *Anti-poaching*
 - 5.3.1.1 *National*
 - 5.3.1.2 *International*
 - 5.3.1.3 *Transboundary*
6. *Human resources skills*
 - 6.1 *Introduction*
 - 6.2 *Conflict resolution*
 - 6.3 *Public relations*
 - 6.4 *Negotiation skills*
 - 6.5 *Group dynamics*
 - 6.6 *Communication skills*

6.7 Training of trainers

C: Law Enforcement Officers

1. Introduction to bushmeat issues

- 1.1 Definition/concepts (what is bushmeat)
- 1.2 Historical aspect of bushmeat conservation values (direct and indirect)
- 1.3 The impact of bushmeat on conservation (wildlife conservation, natural resources, cultural and economic)
- 1.4 The role of key stakeholders (NGO's, local communities, public & private sector)

2. Law enforcement

- 2.1 Introduction to relevant laws, policies, regulations, guidelines and treaties relevant to bush meat
- 2.2 Procedures for law enforcement (arresting, investigation/intelligence, prosecution, evidence handling, preparation of charge sheets)
- 2.3 Planning and budgeting approaches (preparation of work plans, preparation of budgets, preparation of reports)
- 2.4 Law enforcement stakeholder analysis (institutional framework, national and international)
- 2.5 Meat identification (identifying species, methods of identification, advantages and disadvantages of each method of identification, and outsourcing procedures)

3. Research and monitoring

- 3.1 Methods of information gathering (indigenous knowledge, health and veterinary issues)
- 3.2 Importance of indigenous knowledge in research and monitoring
- 3.3 Different sources of information
- 3.4 Introduction to research and monitoring methodology (PRA etc.)
- 3.5 Application of research findings

4. Education and awareness

- 4.1 Training (identification of training needs, trainees, basic training methodology, evaluation and feedback techniques)
- 4.2 Communication skills (target groups, media, interpersonal, role play, communication tools/production of the same/outourcing)
- 4.3 Extension skills
- 4.4 Alternative source of income/protein (identification of alternatives, applicability, incentives, networking, case studies)
- 4.5 Sustainable harvesting of bushmeat (criteria for sustainability, quota setting and adherence, harvesting methods, advantages and disadvantages)
- 4.6 Other forms of utilisation (domestic and commercial, other products of wildlife and uses)
- 4.7 Processing methods

5. *Social, cultural and economics*

5.1 *Economic benefits (multiple values of wildlife e.g. eco-tourism, cultural values, medicinal values)*

5.2 *Human wildlife interaction costs (disease transmission, crop raiding, human injuries, land use conflict)*

5.3 *Factors influencing bushmeat use (motivations)*

5.4 *Trends in bushmeat consumption*

6. *Utilisation*

v) FUTURE WORK

Following the Workshop, the tasks listed below remain to be addressed, in order to achieve the overall objective of conducting training courses to support a sustainable utilisation of bushmeat within the eastern Africa region.

- Consolidating the framework into three detailed course outlines, following the established CAWM format.
- The development of training materials (training manuals) for each of the three courses.
- The integration of the bushmeat curricula and training materials into the existing CAWM long courses curriculum (as opposed to the proposed short courses).
- Marketing and delivery of the three short courses, followed by training evaluation with revision of the curricula or training materials as necessary.
- Ongoing support through the established network of bushmeat training specialists.

1. INTRODUCTION

1.1 BACKGROUND

The illegal commercial bushmeat trade is one of the most significant conservation issues facing the African continent today. An important long-term solution to the bushmeat crisis in Africa is the development of integrated training programmes for African professionals on applied conservation that addresses the issues that result in the unsustainable illegal commercial trade of bushmeat.

One of the most under-utilised resources in Africa for wildlife conservation efforts is the formal education and training sector. Africa maintains three excellent regional wildlife-training colleges (College of African Wildlife Management, Mweka, Tanzania (CAWM); L'école pour la Formation des Spécialistes de la Faune de Garoua, Cameroon (EFG); and the Southern African Wildlife College, South Africa (SAWC)). For more than 30 years, CAWM and EFG and more recently SAWC have collectively educated 3000 African wildlife managers. The colleges focus on formal training for mid-career wildlife professionals, and many of their former students have become leaders of the protected area authorities and wildlife services, non-governmental organisations (NGOs), community organisations, tourism sector, hunting safari operators as well as researchers, academics, and trainers throughout Africa. These colleges provide opportunities for mid-career professionals and students to earn recognised diplomas and short course training in wildlife management. To date, however, none of these colleges maintains a curriculum specifically focused on bushmeat.

The recent (December 2000) wildlife management conference held at CAWM in Mweka, Tanzania resulted in over half of the conference participants attending the bushmeat session sponsored by the Bushmeat Crisis Task Force (BCTF). Following that session, the BCTF was flooded with individual requests from Mweka students and other African professionals for more information on the issue. BCTF subsequently began discussions with colleagues at CAWM, EFG, and SAWC toward the potential for developing formal curricula on bushmeat. All three colleges have already formed an agreement (March 1999 International Workshop of Wildlife Training Colleges) to work more closely together and to collaborate toward curriculum development and review. The BCTF is interested in identifying the necessary support to enable such collaborative work to occur beginning with the most significant conservation issue facing the African continent today: bushmeat.

1.2 BUSHMEAT TRAINING

The development of formal curricula on bushmeat through a participatory and collaborative process will provide wildlife professionals with the skills and knowledge to address this issue directly in the field and assure that it becomes a priority item for developing wildlife management programmes. The development of such formal curricula could play a key role in identifying long-term solutions to this crisis. By making the bushmeat module a requirement for all diplomas conferred, and by assuring continuous monitoring of the development and application of the information being imparted to students – the curricula may be regularly updated to assure that the most effective and appropriate means for addressing the issue are being provided to students. In addition, these modules may provide the basis for similar courses to be developed in other regions of the world where the

bushmeat crisis is also a problem. Of the long-term solutions proposed, education and professional training on the bushmeat issue is one of the highest priorities.

To this end, BCTF has already accomplished the initial planning phases for a collaborative effort on developing bushmeat curricula within Africa's three regional wildlife colleges. A meeting was held in Washington, DC from 17th-21st May 2001 that included over 150 bushmeat experts and interested professionals from more than 20 countries. BCTF provided support for participation in the meeting from CAWM, EFG, SAWC. A special meeting was organized in collaboration with the Africa Biodiversity Collaborative Group on 16th May 2001 where the three college representatives provided presentations regarding their overall education programmes. This meeting was followed by their participation in the BCTF meeting, including a half-day workshop on the development of bushmeat education materials in Africa. The results of that meeting called for a stepwise approach to engage key decision-makers (KDMs) in the bushmeat issue and develop curricula for the regional colleges.

Without the establishment of formal education and training opportunities for wildlife management professionals, it is less likely that the positive effects of any of the other proposed short-term solutions to the bushmeat crisis will be sustainably implemented. In order to overcome this challenge, priority actions identified were:

- The need for raising awareness and support for the issue among KDMs in Africa;
- Coordination of a team of experts from three regions in Africa [West/Central, East, and Southern] to develop a framework for bushmeat education in Africa;
- Identification of funding to support KDM awareness-building and regional curriculum-development workshops; and
- Development of capacity to monitor the effects of the curricula in the field.

The expected outputs from the process are:

- A template for a comprehensive bushmeat curriculum that will educate students attending the three African wildlife colleges regarding the causes, effects, and appropriate solutions to the bushmeat trade and how they can be most effectively implemented with particular emphasis on environmental education material development for primary and secondary schools and rural communities;
- Establishment of a broad network of professionals that are equally informed and focused on addressing the bushmeat crisis;
- Creation of a framework for additional training and capacity-building within government wildlife departments (as the curricula can be taught both within and outside the college environment as necessary);
- Reduction in the bushmeat trade as a result of improved education and training on the bushmeat issue for wildlife management professionals.

This report covers one of the regional curriculum-development workshops, held at the College of African Wildlife Management, Mweka, Tanzania in May 2002.

2. PARTICIPANTS

The Workshop was attended by 39 participants, consisting of representatives from six eastern African countries (Burundi, Kenya, Rwanda, Tanzania, Uganda and Zambia), as well as Cameroon, South Africa and the USA. Representatives from Malawi were invited but, unfortunately, were unable to attend. The Workshop was officially opened by Mr Philemon Luhanjo, Permanent Secretary, Ministry of Natural Resources and Tourism, Tanzania and officially closed by Ms Hilda Ngoye, Regional Commissioner, Kilimanjaro Region, Tanzania.

Participants were selected based on their interest in and expertise on the issues surrounding training related to the utilisation of bushmeat within the eastern Africa region. Therefore, participants represented a combination of national and regional wildlife authorities, NGOs and training institutions, as well as individuals with specifically relevant field experience and knowledge.

The full list of Workshop participants, together with their contact details, is presented in Appendix 1 (Participant List & Contact Details).



3. WORKSHOP TIMETABLE, PROCESS AND METHODS

3.1 WORKSHOP TIMETABLE

The original Workshop timetable is attached as Appendix 2 (Workshop Timetable). However, as the Workshop process began, changes to the original timetable were made, to accommodate the evolving process and the limitations of time. The major changes to the timetable consisted of delaying plenary sessions to allow more time for working group sessions. In addition, due to time limitations, the final working group and the last two plenary sessions were cancelled.

3.2 WORKSHOP PROCESS AND METHODS

The overall Workshop objective as stated in the Introduction, was to develop a framework for training on the sustainable utilisation of bushmeat within the eastern Africa region. The Workshop combined three methods in order to achieve this overall objective. These methods were:

- Individual presentations
- Working group discussions using the Nominal Group Process
- Plenary discussions to reach consensus

The original handout, provided to Workshop participants, which outlined the objectives and the process of the Workshop, is attached as Appendix 3 (Workshop Objectives, Process and Methods). Appendix 4 (Final Working Groups) shows the final arrangement of participants into the working groups.

3.3 WORKSHOP PRESENTATIONS

The aim of the individual presentations was to introduce participants to the organisations represented at the Workshop and to introduce a number of perspectives on the issue of bushmeat utilisation. The individual presentations, including the official speeches, made during the Workshop are attached as Appendix 5 (Workshop Presentations) and listed below:

1. **“Speech by the Permanent Secretary of the Ministry of Natural Resources and Tourism, Mr Philemon Luhanjo, During the Official Opening of a Bushmeat Training Development Workshop Conducted at the CAWM-Mweka, 7-9th May, 2002”** – Mr Philemon Luhanjo, Permanent Secretary, Ministry of Natural Resources and Tourism, Tanzania
2. **“Opening Remarks by the Principal, College of African Wildlife Management, Tanzania”** – Deo-Gratias Gamassa, Principal, College of African Wildlife Management, Tanzania
3. **“Solutions to the African Bushmeat Crisis: The Bushmeat Crisis Task**

- Force and International Collaboration”** – Natalie Bailey, Program Coordinator, Bushmeat Crisis Task Force, USA
4. **“The Jane Goodall Institute Congo Basin Project”** – Christina Ellis, Director of Africa Programs, Jane Goodall Institute, USA
 5. **“An Introduction to the Africa Biodiversity Collaborative Group”** – Nancy Gelman, Program Coordinator, Africa Biodiversity Collaborative Group, USA
 6. **“The Southern African Wildlife College”** – Fanie Greyling, Executive Director, Southern African Wildlife College, South Africa
 7. **“The Contribution of Garoua Wildlife College in the Solution of the Bushmeat Problem”** – Ibrahim Njoya, Director, Garoua, Cameroon
 8. **“Highlights of the Garoua Bushmeat Workshop”** – Paul Scholte, Consultant Curriculum Advisor, Garoua, Cameroon
 9. **“The College of African Wildlife Management Curriculum”** – Freddy Manongi, Deputy Principal and Director of Studies, College of African Wildlife Management, Tanzania
 10. **“Poaching Within Natural Protected Areas in Burundi”** – Jean Rushemeza, Technical Advisor to the Director General, Institut National pour l’Environnement et la Conservation de la Nature, Burundi
 11. **“Law Enforcement – Challenge on the Bushmeat Trade”** – Francis Ole Nkako, Project Coordinator – Bushmeat Identification Project, Kenya Wildlife Service, Kenya
 12. **“Bush Meat Utilization in Kenya”** – Dr Ltajewa Lekoolool, Field Veterinarian, Kenya Wildlife Service, Kenya
 13. **“Species Identification of Canned, Cooked and Fresh Meats Using Antisera to Thermostable Muscle Antigens”** – Prof. Kangethe, Professor of Public Health, Kenya Wildlife Service, Kenya
 14. **“Use of Molecular Techniques in Bushmeat Identification”** – Dr Ben Mutayoba, Assistant Professor, Sokoine University of Agriculture, Tanzania
 15. **“Bush Meat Trade in Eastern, Southern and Central African Countries”** – Musa Lyimo, Deputy Director, Lusaka Agreement Task Force, Kenya
 16. **“Illegal Bushmeat Trade Versus Sustainable Wildlife Use Around the Selous Game Reserve, Tanzania”** – Dr Rolf Baldus, CBC Advisor, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Tanzania
 17. **“The Game Meat Trade in Uganda: What a Challenge?”** – Bintooro

Adonia, Senior Community Conservation Officer, Uganda Wildlife Authority, Uganda

18. **“Bushmeat: Differences Between Kibale NP and Budongo FR – Results of Three Years of Surveys and Snare Removal Programs in Uganda”** – Debby Cox, Executive Director, Jane Goodall Institute, Uganda
19. **“Bushmeat Consumption in Eastern Democratic Republic of Congo”** – Chifundera Kusamba, Project Manager, The Mount Tshiabirimu Gorilla Conservation Project, Rwanda
20. **“Policy on Bushmeat Trade in Malawi”** – Hector Banda, Lecturer, Malawi College of Forestry and Wildlife, Malawi
21. **“The Utilisation of Bushmeat in Kilimanjaro Forest”** – Wilfred Foya, Senior Lecturer, College of African Wildlife Management, Tanzania
22. **“Bushmeat Training Development Workshop – Official Closing Speech”** – Ms Hilda Ngoye, Regional Commissioner, Kilimanjaro Region, Tanzania



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3.4 WORKING GROUPS

Following the individual presentations, the Workshop participants moved into three Working Groups. The participants were pre-assigned to Working Groups based on their geographic origin, type of organisation and individual areas of expertise.

3.5 WORKSHOP OBJECTIVES

The Working Groups were given a number of objectives to address before the Plenary Sessions convened to receive feedback from the Working Groups and attempt to reach an overall consensus. These objectives were:

OBJECTIVE 1: Working Groups suggest the key bushmeat issues, the training needs associated with these issues and the target trainees.

OBJECTIVE 2: Working Groups define training needs in terms of specific competencies and core values (KSAs).

OBJECTIVE 3: Working Groups propose a syllabus to cover the agreed competencies and core values.

OBJECTIVE 4: Working Groups propose the methods of learning/teaching, specific exercises or case studies, and a timetable for the course/s.

Due to time restrictions, Objective 4 was only partly addressed by one of the Working Groups.



4. RESULTS

4.1 INTRODUCTION

The results are presented in relation to the steps outlined in section 3.5 above. The results are presented in sequence relating to the discussions held at the plenary sessions.

4.2 OBJECTIVE 1

Objective 1: Working Groups suggest the key bushmeat issues, the training needs associated with these issues and the target trainees

4.2.1 WORKING GROUP 1

4.2.1.1 Bushmeat Issues

Working Group 1 initially developed an extensive list of bushmeat issues, which was later consolidated into a shorter list of key issues. The original list of 37 bushmeat issues prior to consolidation was as follows:

1. *Misuse of trophies*
2. *Poverty amongst local communities*
3. *The lack of a regional approach*
4. *Harmonising laws between countries*
5. *Weak law enforcement*
6. *Poor government policies and legislations*
7. *Wildlife ownership*
8. *Lack of a uniform approach (is it possible?)*
9. *Economic issues (leading to economic alternatives)*
10. *Sustainable use of game? Is the knowledge there to achieve this?*
11. *Inadequate licensing systems*
12. *Inadequate baseline information*
13. *Poor understanding of what is legal and illegal*
14. *Identification of species used*
15. *Increased demand for bushmeat from urban populations*
16. *Market chain (for legal sources)*
17. *Security and health*
18. *Costs of wildlife versus benefits to local communities*
19. *Weak protected area law enforcement*
20. *Human overpopulation*
21. *Provision of alternative protein resources (increased demand from urban population)*
22. *Poor knowledge/understanding of local communities regarding their impact on the environment and the long term effects of their behaviour*
23. *How to address the issue, is it conservation, management, utilization, what are the values?*
24. *Installation of game farming/ranching*
25. *Disparity of access to bushmeat*
26. *Harmonizing veterinary laws with bushmeat consumption*

27. *Gender issues*
28. *Open access characteristics of bushmeat, traditional/culture, the belief that it is 'their right'*
29. *Hunting techniques*
30. *Banning versus organised sustainable use*
31. *Environmental education/awareness needs*
32. *Identification of stakeholders*
33. *Determining the roles of government, NGO's and local communities*
34. *Inadequate trained personnel*
35. *Absence of appropriate training material*
36. *People won't change*
37. *Traditional knowledge, how can we use it?*

The above list was then consolidated into a shorter list of 13 key bushmeat issues, as follows:

1. *Market chain (hunting techniques, licensing, illegal and legal)*
2. *Provision of alternative protein resources (increased demand from urban areas)*
3. *Cost of wildlife versus the benefits to local communities*
4. *Regional approaches/solutions*
5. *Inadequate baseline information (use ITK, identification of species, identification of stakeholders)*
6. *Weak law enforcement (in protected areas and generally)*
7. *Government policies (harmonisation of laws, legislation, licensing, regional)*
8. *Veterinary/health issues*
9. *Economic issues*
10. *Poverty amongst local people (human overpopulation, dynamics, demography)*
11. *Open access characteristics – local communities' rights to use*
12. *Education/knowledge*
13. *Insecurity – war/civil strife*

4.2.1.2 Target Trainees

Working Group 1 then identified a variety of potential trainees. The original list of potential trainees consisted of the following groups:

1. *Students of wildlife colleges*
2. *Wildlife/PA managers*
3. *Local community leaders*
4. *Government officials (agriculture, health, forestry, wildlife, fisheries, community development, veterinary)*
5. *NGO's*
6. *Policy makers*
7. *Policy implementers*
8. *Rural communities*
9. *School students (primary and secondary)*
10. *Veterinary students*
11. *Hunters (operators, sport, consumption)*
12. *Teachers (at teachers college)*
13. *Law enforcers (police, customs, immigration, drug, anti-corruption)*

14. *Ministry personnel*
15. *Private sector (mining, oil, markets, food distributors, hunting operators, farmers/ranchers)*
16. *Judiciary*
17. *Politicians*

The above list of 17 groups of potential trainees was then divided into those that require training and those that require education, as follows:

A: Potential Trainee Groups Requiring Training

1. *Wildlife manager/PA managers*
2. *Hunting operators*
3. *Wildlife college students*
4. *Law enforcers/judiciary*
5. *Government officials*
6. *Private sector*
7. *NGO's*
8. *Policy implementers*

B: Potential Trainee Groups Requiring Education

1. *Local community leaders*
2. *Hunters*
3. *Government officials*
4. *Politicians*
5. *NGO's*
6. *Private sector*
7. *Policy makers*
8. *Rural communities*
9. *School students*
10. *Veterinary students*

4.2.1.3 Target Trainees and Training Needs

Finally, those groups considered to require training were combined into three related groups of trainees, with the following training needs:

A: Wildlife Managers / PA Managers / Wildlife Students

1. *Wildlife law/policy – national, regional and international*
2. *Identification of species (crude, field, understanding of laboratory techniques)*
3. *History of conservation in the region*
4. *Monitoring techniques*
5. *Marketing chain*
6. *Law enforcement skills/techniques*
7. *Public relations*
8. *Veterinary/health issues*
9. *Conservation education principles*

10. *Investigating techniques and skills*
11. *Communication skills*
12. *Hunting techniques*
13. *Population dynamics*
14. *Principles of sustainable harvesting*
15. *Community development*
16. *Business approach (environmental economics)*
17. *Regional variation of conservation*
18. *Stakeholder approach / PRA skills*

B: Government Officials / Policy Implementers / Law Enforcers

1. *Wildlife law/policy – national, regional and international*
2. *Identification of species (crude, field, understanding of laboratory techniques)*
3. *History of conservation in the region*
4. *Monitoring techniques*
5. *Marketing chain*
6. *Law enforcement skills/techniques*
7. *Public relations*
8. *Veterinary/health issues*
9. *Conservation education principles*
10. *Investigating techniques and skills*
11. *Communication skills*
12. *Hunting techniques*
13. *Population dynamics*
14. *Principles of sustainable harvesting*
15. *Community development*
16. *Business approach (environmental economics)*
17. *Regional variation of conservation*
18. *Stakeholder approach / PRA skills*
19. *Open access issues*
20. *Conservation values*
21. *Wildlife ecology / animal behaviour*
22. *Funding issues*
23. *Licensing policies*

C: Communities / Private sector / NGO's

1. *Community development needs*
2. *Environmental economics*
3. *State of knowledge of bushmeat*
4. *Veterinary/health issues*
5. *Law*
6. *Market development, regulation*
7. *Fundamentals of wildlife management*
8. *Gender issues*
9. *Development of alternative forms of protein*
10. *Outreach techniques*
11. *Animal behaviour*

12. *Conservation values-systems, dynamics*
13. *Ethics*
14. *Identification of species*
15. *Hunting techniques*
16. *Farming/ranching techniques*
17. *Capacity building for funding*

4.2.2 WORKING GROUP 2

4.2.2.1 Bushmeat Issues

Initially, Working Group 2 identified 27 issues related to the management of bushmeat.

1. *Meat identification*
2. *Implementation of laws (enforcement/license versus unlicensed)*
3. *Zoonotic diseases*
4. *Definition of “bushmeat”*
5. *Markets/employment*
6. *Preservation methods*
7. *Poverty*
8. *Impact on population (negative versus positive)*
9. *Impact on animal species*
10. *Key stakeholders*
11. *Education (high spectrums)*
12. *Economic evaluation*
13. *Anti-protein sources*
14. *Ratio of access to animals*
15. *Bushmeat problem versus usage*
16. *Sustainable utilization / species protection*
17. *Transport*
18. *Baseline studies*
19. *Benefits for who?*
20. *National instability*
21. *New technology*
22. *Continuous monitoring*
23. *Weak international networking*
24. *Failure to address the bushmeat problem*
25. *Hunting (the complete spectrum)*
26. *Community involvement / role of the community*
27. *Protected areas / size of protected areas*

These 27 bushmeat issues were then organised into three overall groups of related issues.

A: Community Issues

1. *Awareness*
2. *Diseases*
3. *Markets and hygiene*
4. *Alternative resources*

5. *Needs (formulate and prioritise)*
6. *Knowledge of acts and implications*
7. *Alternative employment opportunities*
8. *Sustainable utilization*
9. *Monitoring*

B: Policy and Decision-Making Issues

1. *Awareness of the bushmeat crisis*
2. *Needs of the population (peoples needs)*
3. *Resources (availability and lack of alternatives)*
4. *Revision of acts*

C: Wildlife Management and Law Enforcement Issues

1. *Global bushmeat awareness and implications / solutions*
2. *Sound knowledge of acts*
3. *Communication skills*
4. *Meat identification (crude / general species identification)*
5. *Linkage skills and preparation*

4.2.2.2 Target Trainees

Working Group 2 then identified target groups for bushmeat training. Initially, seven major targets groups were identified and later these were combined to make three major target groups.

1. *Policy and decision makers*
2. *Law enforcement agencies*
3. *Wildlife managers*
4. *Corporate figures*
5. *Community leaders*
6. *The community at large*
7. *Media*

The final three target groups were:

1. *Wildlife managers*
2. *Law enforcement officers*
3. *Community leaders*

4.2.2.3 Target Trainees and Training Needs

The Group then listed the bushmeat issues identified earlier as the training needs in relation to each of the three groups of target trainees.

A: Wildlife Managers

1. *Bushmeat problem*

2. *Ratio of accessibility to animal species*
3. *Sustainable utilization*
4. *Monitoring and baseline studies*
5. *New technology*
6. *Diseases*
7. *Hunting (complete spectrum)*

B: Law Enforcement Officers

1. *Definition of bushmeat*
2. *Meat identification*
3. *Licensing*
4. *International networking*
5. *Market inspection*
6. *Hunting methods (complete spectrum)*
7. *Transport*
8. *New technology*
9. *Community involvement*

C: Community Leaders

1. *Key stakeholders*
2. *Local communities*
3. *Benefits for who?*
4. *Baseline studies*
5. *Alternative protein sources*
6. *Poverty*
7. *Diseases / preservation of meat*
8. *Markets / employment*
9. *Hunting traditional / cultural*
10. *Education*
11. *Political instability*
12. *Economic instability*
13. *Continuous monitoring*
14. *Protected area sizes / increase*
15. *Sustainable utilization*
16. *Species protection*

4.2.3 WORKING GROUP 3

4.2.3.1 Bushmeat Issues

Working Group 3 initially identified 35 bushmeat issues, which were then grouped into five areas, ranked in terms of importance. The initial 35 issues identified were:

1. *The impact of logging /mining*
2. *Increase in the human population (family planning)*
3. *Socio-economic needs at the local and commercial level*
4. *Dietary needs of the people*

5. *Medicinal needs*
6. *Cultural aspects*
7. *Natural factors, e.g. drought, floods etc.*
8. *Lack of law enforcement*
9. *Lack of cattle (decrease in cattle numbers)*
10. *Illegal impact of harvesting of certain species, e.g. endangered species*
11. *Demand at local and international markets*
12. *Lack of additional protein at the local level*
13. *Community education outreach, e.g. capacity building*
14. *Alternative sources of income/meat*
15. *Role of governments, NGO's and donors*
16. *Identification of bush meat (field testing)*
17. *Sustainability*
18. *Monitoring/research*
19. *Health and standards/veterinary issues*
20. *Political instability*
21. *Institutional framework of managing bush meat*
22. *Coordination (i.e. law enforcement, NGO's etc.)*
23. *Wildlife ownership versus land use rights*
24. *Biology and ecology, understanding of a species*
25. *Communication gaps (talking with communities)*
26. *Poverty*
27. *Identification of stakeholders*
28. *National policy formulation and harmonisation*
29. *Regional and international agreements*
30. *National security and availability of firearms*
31. *Refugee problem*
32. *Common definition of bush meat*
33. *Game farming versus game ranching and other forms of wildlife utilisation*
34. *Cost of conservation to local communities (human-wildlife conflict)*
35. *Transboundary management of wildlife (coordination/harmonisation)*

The above issues were then grouped into five areas, ranked in priority order. The five areas and the issues in each area, in priority order, were:

A: Policy and Legislation

1. *Common definition of bush meat*
2. *Institutional framework of managing bush meat*
3. *Lack of coordination (i.e. law enforcers, NGO's etc.)*
4. *Wildlife ownership versus land-use rights concepts*
5. *Health and standards / veterinary issues*
6. *Identification of stakeholders*
7. *National policy formulation and harmonisation*
8. *Regional and international agreements and their implication for bush meat/wildlife management.*
9. *National security and availability of firearms*
10. *Cost of conservation to local communities i.e. human/wildlife conflicts*
11. *Transboundary management of wildlife concept (coordination and harmonisation)*

B: Socio-Economic and Political Issues

1. *Impact of logging/mining*
2. *Increase in human populations (family planning)*
3. *Socio-economic needs at the local and commercial level and dynamics on bush meat*
4. *Dietary needs of the people*
5. *Medicinal needs*
6. *Cultural aspects*
7. *Lack of cattle (decrease in numbers)*
8. *Demand at local and international markets (environment and economics)*
9. *National security and availability of firearms*
10. *Lack of additional protein (local)*
11. *Alternative source of income/meat*
12. *Health standards / veterinary issues*
13. *Political instability*
14. *Poverty - refugees problem*
15. *Identification of stakeholders*

C: Sustainability, Research and Monitoring

1. *Identification of bush meat / field testing*
2. *Sustainability*
3. *Monitoring, research/investigation skills, PRA/RRA*
4. *Biology and ecology, understanding of species' population dynamics*
5. *Game farming versus ranching and other forms of wildlife utilisation*

D: Education/Capacity Building

1. *Approaches to community education outreach programmes, e.g. capacity building*
2. *Role of governments, NGO's and donors*
3. *Communication skills*

E: Natural Factors

1. *Natural factors e.g. drought, floods (disaster preparedness)*

4.2.3.2 Target Trainees

The Group then identified eight potential groups of target trainees, ranked in order of priority:

1. *Natural resource managers*
2. *Law enforcers (customs officers, immigration, army etc.)*
3. *Community and community leaders*
4. *Teachers*
5. *Health and veterinary personnel*
6. *Development workers and NGO's*
7. *Judiciary and prosecutors*
8. *Key players in bush meat (traders, farmers etc.)*

From these eight groups of target trainees, three key groups were identified:

1. *Natural resource managers*
2. *Law enforcement officers*
3. *Community and community leaders*

4.2.3.3 Target Trainees and Training Needs

Finally, the Group identified those areas of bushmeat issues above, that were of relevance to the three top priority groups of target trainees:

A: Natural Resource Managers

1. *Policy and Legislation*
2. *Socio-Economic and Political Issues*
3. *Sustainability, Research and Monitoring*
4. *Education/Capacity Building*
5. *Natural Factors*

B: Law Enforcement Officers

1. *Policy and Legislation*
2. *Socio-Economic and Political Issues*
3. *Sustainability, Research and Monitoring*

C: Community and Community Leaders

1. *Policy and Legislation*
2. *Socio-Economic and Political Issues*
3. *Sustainability, Research and Monitoring*
4. *Education/Capacity Building*
5. *Natural Factors*

4.2.4 PLENARY SESSION 1

4.2.4.1 Target Trainees

Plenary Session 1 had two objectives. The first objective was to agree on a maximum of three groups of target trainees. Based on the presentations from the Working Groups, and discussions during the Plenary Session, it was agreed that the list of potential target trainees included:

1. *Resource managers*
2. *Law enforcement officers*
3. *Communities (community leaders)*
4. *Policy decision-makers*
5. *Wildlife managers AND law enforcement officers (combined)*
6. *Government officials*
7. *Private sector*

The plenary session agreed that, from this list, the three key groups of target trainees were:

A: Resource Managers

This group of trainees consists of resource managers from wildlife, forestry and fisheries sectors, protected area wardens, district/regional game officers and managers of community-based or NGO or private sector protected areas or reserves.

B: Law Enforcement Officers

This group of trainees consists of customs officers, police officers, anti-poaching officers, licensing officers, government veterinary officers, wildlife/forestry/fisheries law enforcement officers, military personnel (where the military have a civil law enforcement role).

C: Community, Private Sector and NGO Representatives

This group of trainees consists of appointed, elected or traditional community leaders, chairpersons of local natural resource committees, NGO leaders and private sector leaders.

4.2.4.2 Target Trainees and Training Needs

The second objective of Plenary Session 1 was to identify the training needs for each of the three groups of target trainees. The agreed list of training needs for each group were as follows.

A: Resource Managers

1. *Overall understanding of the bushmeat issue, i.e. definitions, history, mechanics of the trade, role of natural factors, hunting/harvesting techniques etc.*
2. *Training of trainers skills*
3. *Public relations skills*
4. *Management of hunting/harvesting*
5. *Community development skills*
6. *Enhancement and utilisation of indigenous knowledge*
7. *Institutional framework of managing bushmeat, i.e. legislation, organisations/agencies/authorities, policies, regional and international agreements.*
8. *Health, hygiene and veterinary issues*
9. *Socio-economic needs of local communities*
10. *Environmental economics*
11. *Alternative sources of income or protein*
12. *Identification of bushmeat*
13. *Concepts of sustainability*
14. *Monitoring, research and investigation skills*
15. *Community education/outreach programmes*

B: Law Enforcement Officers

1. *Law enforcement skills*

2. *Conservation values*
3. *Funding issues*
4. *Economic incentives*
5. *Overall understanding of the bushmeat issue, i.e. definitions, history, mechanics of the trade, role of natural factors, hunting/harvesting techniques etc.*
6. *Training of trainers skills*
7. *Public relations skills*
8. *Enhancement and utilisation of indigenous knowledge*
9. *Institutional framework of managing bushmeat, i.e. legislation, organisations/agencies/authorities, policies, regional and international agreements.*
10. *Health, hygiene and veterinary issues*
11. *Socio-economic needs of local communities*
12. *Environmental economics*
13. *Alternative sources of income or protein*
14. *Identification of bushmeat*
15. *Concepts of sustainability*
16. *Monitoring, research and investigation skills*
17. *Community education/outreach programmes*

C: Community, Private Sector and NGO Representatives

1. *Community needs formulation skills*
2. *Implications of bushmeat related legislation*
3. *Conservation values/ethics*
4. *Gender issues*
5. *Management of farming/ranching*
6. *Capacity building for funding*
7. *Business skills*
8. *Linkage/communication skills*
9. *Overall understanding of the bushmeat issue, i.e. definitions, history, mechanics of the trade, role of natural factors, hunting/harvesting techniques etc.*
10. *Training of trainers skills*
11. *Management of hunting/harvesting*
12. *Community development skills*
13. *Enhancement and utilisation of indigenous knowledge*
14. *Institutional framework of managing bushmeat, i.e. legislation, organisations/agencies/authorities, policies, regional and international agreements.*
15. *Health, hygiene and veterinary issues*
16. *Socio-economic needs of local communities*
17. *Environmental economics*
18. *Alternative sources of income or protein*
19. *Identification of bushmeat*
20. *Concepts of sustainability*
21. *Monitoring, research and investigation skills*
22. *Community education/outreach programmes*

4.3 OBJECTIVE 2

Objective 2: Working Groups define training needs in terms of specific competencies and core values (KSAs)

Following the identification of three groups of target trainees and their associated training needs, the Working Groups were each assigned a different group of target trainees in relation to Objective 2.

4.3.1 WORKING GROUP 1 (COMMUNITY, PRIVATE SECTOR AND NGO REPRESENTATIVES)

4.3.1.1 Related Training Needs

Working Group 1 began by grouping the list of training needs for Community, Private Sector and NGO Representatives, agreed by Plenary Session 1 (see 4.2.4.2 above) into related subject areas. The Group developed six such groups:

A: Community Development

1. *Community needs formulation skills*
2. *Gender issues*
3. *Community education/outreach programmes*
4. *Linkage/communication skills*
5. *Community development skills*

B: Bushmeat Legislation

1. *Implications of legislation for law-breakers*
2. *Institutional framework for managing bushmeat, i.e. legislation, organisations/agencies/authorities, policies, regional and international agreements*

C: Mechanics of the Bushmeat Trade

1. *Health, hygiene and veterinary issues*
2. *Overall understanding of the bushmeat issue, i.e. definitions, history, mechanics of the trade, role of natural factors, hunting/harvesting techniques etc.*
3. *Alternative sources of income/protein*
4. *Concepts of sustainability*
5. *Identification of bushmeat*
6. *Monitoring and recording skills*

D: Management of Bushmeat

1. *Conservation values/ethics*
2. *Management of farming/ranching*
3. *Capacity building for funding*
4. *Business skills*

5. Management of hunting/harvesting

E: Training of Trainers

No training needs identified

F: Environmental Economics

No training needs identified

4.3.1.2 Competencies and Core Values

The group then defined the training needs, within each of the six subject areas, in terms of competencies and core values, as follows:

A: Community Development – Competencies and Core Values

A student should be able to:

- 1. describe and identify gender related issues regarding the bushmeat crisis*
- 2. assess gender related issues regarding the bushmeat crisis*
- 3. identify problems pertaining to community development*
- 4. develop strategies to address community development skills*
- 5. manage community development programmes*
- 6. develop and conduct community education/outreach programmes*
- 7. describe different techniques used in communication with local communities*
- 8. develop strategies to create linkages for local communities with relevant organisations/authorities*

Core values:

- 1. Confidence in initiating participatory development programmes that will address the sustainable utilisation of bushmeat*

B: Bushmeat Legislation – Competencies and Core Values

A student should be able to:

- 1. describe the existing international, regional, national and local laws that deal with bushmeat/wildlife in relation to their communities*
- 2. describe the relevant penalties to law breakers in relation to illegal bushmeat trade/use*
- 3. describe the positive existing legal options for benefiting local communities*
- 4. describe the relevant institutions, organisations and authorities pertaining to the legal aspects of bushmeat utilisation*

Core values:

- 1. An appreciation of the role of the law in relation to the bushmeat trade, which*

provides options to local communities

C: Mechanics of the Bushmeat Trade – Competencies and Core Values

A student should be able to:

- 1. describe and define illegal and legal aspects of 'bushmeat'*
- 2. explain the process and stages of the illegal and legal bushmeat trade*
- 3. explain the environmental socio-economic factors that are relevant to their communities*
- 4. describe hunting and harvesting techniques used for bushmeat*
- 5. describe morally acceptable harvesting/hunting techniques*
- 6. explain and describe zoonotic diseases and the potential transfer between humans and domestic livestock and their potential impacts*
- 7. describe hygienic methods for handling and butchering bushmeat*
- 8. identify species that can be legally utilised*
- 9. identify, develop and empower alternative sources of income generation and economic development*
- 10. identify, develop and empower alternative sources of meat/protein, other than bushmeat*

Core values:

- 1. An appreciation of the dynamics and mechanisms of the bushmeat trade and the sustainable alternatives*

D: Management of Bushmeat – Competencies and Core Values

A student should be able to:

- 1. describe the values of conservation for local communities*
- 2. describe different sustainable hunting/harvesting techniques*
- 3. conduct research on, monitor and evaluate sustainable hunting/harvesting of bushmeat by local communities*
- 4. develop strategies with local communities to develop conservation values/ethics by which they will carry out sustainable harvesting/hunting of bushmeat*
- 5. develop strategies for dealing with illegal activities within their local communities*
- 6. develop skills within local communities to effectively carry out law enforcement activities at a local level*
- 7. develop skills within local communities to carry out effective monitoring and evaluation programmes on wildlife in relation to bushmeat hunting/harvesting*
- 8. describe the fundamentals of participatory business option plans with regards to wildlife resource use including farming/ranching (consumptive and non-consumptive)*

Core values:

- 1. A professional and ethical approach to management and sustainable utilization of wildlife.*

E: Training of Trainers – Competencies and Core Values

No competencies or core values identified

F: Environmental Economics – Competencies and Core Values

A student should be able to:

- 1. describe the fundamentals of environmental economics as it relates to local communities*
- 2. develop business strategies using the principles of environmental economics*

Core values:

- 1. An appreciation of the economic costs and benefits of wildlife and human-wildlife interactions*

4.3.2 WORKING GROUP 2 (RESOURCE MANAGERS)

Working Group 2 began by adding Law Enforcement as a training need to the agreed list of training needs for Resource Managers (see section 4.2.4.2 above). The Group then identified the required competencies (no core values were identified) for Resource Managers under nine themes as follows:

A: Environmental Economics

A student should be able to:

- 1. explain the importance of wildlife versus other forms of land use*
- 2. understand the concept of Environmental Impact Assessment (EIA), including the EIA process*
- 3. carry out and evaluate EIA and recommend actions with acceptable impacts*

B: Monitoring and Research

A student should be able to:

- 1. set monitoring and evaluation priorities*
- 2. network with the research community*
- 3. carry out or coordinate monitoring and research*
- 4. coordinate research and monitoring functions*
- 5. implement management, based on monitoring and research data/findings*

C: Public Relations

A student should be able to:

- 1. communicate and interact with communities effectively*
- 2. interact confidently with bushmeat stakeholders*

3. *distinguish stakeholders*
4. *improve the image of conservation*
5. *raise awareness and instil bushmeat conservation values in communities*

D: Community Development Skills / Outreach

A student should be able to:

1. *stimulate community mobilisation processes*
2. *stimulate a change in attitude vis-à-vis bushmeat*
3. *catalyse community development action plans*
4. *network with community development agencies*
5. *be an intermediate between communities and management authorities*

E: Institutional Framework

A student should be able to:

1. *understand and interpret institutional frameworks*

F: Alternative Sources

A student should be able to:

1. *identify and stimulate alternative sources*
2. *catalyse community development action plans*
3. *network with rural development agencies*

G: Management of Hunting, Harvesting and Veterinary Aspects

A student should be able to:

1. *set quotas (inventory, hunting monitoring, wildlife ecology with regards to hunting)*
2. *understand the legal framework*
3. *coordinate the harvesting process*
4. *advise on meat preservation*
5. *stimulate the awareness process in community*
6. *network with veterinary agencies*
7. *understand the importance of cultural beliefs*
8. *be sensitive to local values*
9. *integrate local knowledge into management*

H: Training of Trainers

A student should be able to:

1. *understand the basics of adult learning*
2. *locate training materials*
3. *improvise/prepare own materials*

4. *demonstrate training skills*
5. *understand bushmeat issues*
6. *understand the mechanics of the bushmeat trade*
7. *understand harvesting techniques*
8. *understand the influences of natural factors*

I: Definition of Bushmeat

A student should be able to:

1. *understand the history of the bushmeat concept*
2. *describe different perceptions on bushmeat issues*

4.3.3 WORKING GROUP 3 (LAW ENFORCEMENT OFFICERS)

Working Group 3 produced a list of 22 competencies, ranked in priority order (the number in brackets – some competencies are related and are therefore given the same priority ranking), for Law Enforcement Officers as follows:

A student should be able to:

1. *arrest, prepare a charge sheet and carry on a prosecution (1)*
2. *interpret/describe wildlife laws and international treaties (1)*
3. *carry out investigation and collect evidence (1)*
4. *explain and describe bushmeat issues and the impacts on wildlife conservation (2)*
5. *identify the meat, parts thereof or outsource the tools needed to do so (3)*
6. *effectively work with the public (4)*
7. *explain conservation values (5)*
8. *prepare work plans and budgets for law enforcement (6)*
9. *prepare reports (6)*
10. *identify key stakeholders and their roles (7)*
11. *identify and describe social, economic and cultural requirements of local communities (8)*
12. *conduct training of others (9)*
13. *explain the concepts of proper harvesting methods, so as to ensure the availability of resources in the long run (10)*
14. *collect data using basic research and monitoring tools (11)*
15. *interpret relevant research information and put it in use (11)*
16. *identify possible transmissible threats between confiscated meat and man (12)*
17. *understand health and veterinary requirements (12)*
18. *carry out public education and awareness campaigns / programmes (13)*
19. *differentiate economic incentives (both + and -) for law enforcement (14)*
20. *explain the benefits and potential costs of wildlife (14)*
21. *identify and explain the alternative sources of income and protein (15)*
22. *gather and use indigenous knowledge (16)*

In addition, the Group identified two core values for Law Enforcement Officers as:

1. *A professional and ethical approach to law enforcement*

2. *An appreciation of the responsibility of his/her duties on environmental issues*

4.3.4 PLENARY SESSION 2

Plenary Session 2 agreed on a number of changes and additions to the competencies and core values identified by the Working Groups.

4.3.4.1 Law Enforcement Officers (Working Group 3)

For the Law Enforcement Officers trainee group (Working Group 3), the agreed changes were:

- 1. To change competency 14 to read: collect data using basic investigative skills, research and monitoring tools*
- 2. To change competency 16 to read: describe possible transmissible threats between confiscated meat and man*
- 3. To change competency 17 to read: describe health and veterinary requirements*

4.3.4.2 Resource Managers (Working Group 2)

For the Resource Managers trainee group (Working Group 2), the agreed changes were:

- 1. To add a competency on the identification of bushmeat*
- 2. To rewrite competency G6 (network with veterinary agencies) in line with Working Group 3's competency 16 (describe possible transmissible threats between confiscated meat and man)*
- 3. To add a competency A4: explain the principles of environmental economics*
- 4. To add a competency A5: carry out cost-benefit analyses*

4.3.4.3 Community, Private Sector and NGO Representatives (Working Group 1)

For the Community, Private Sector and NGO Representatives trainee group (Working Group 1), the agreed changes were:

- 1. To rewrite competency A6 (develop and conduct community education/outreach programmes) as: develop communication skills and conduct community education/outreach programmes*
- 2. To add a competency D9: set and manage sustainable quotas*
- 3. To add a competency D10: identify the roles of different community/NGO/private stakeholders*

4.4 OBJECTIVES 3 and 4

OBJECTIVE 3: Working Groups propose a syllabus to cover the agreed competencies and core values.

OBJECTIVE 4: Working Groups propose the methods of learning/teaching, specific exercises or case studies, and a timetable for the course/s.

As mentioned above, only one Working Group partly addressed Objective 4, so the results for

Objectives 3 and 4 are presented together.

4.4.1 COMMUNITY, PRIVATE SECTOR AND NGO REPRESENTATIVES (WORKING GROUP 1)

Working Group 1, produced a detailed syllabus reflecting the competencies and core values outlined in 4.3.1 and 4.3.4.3 above. In addition, in relation to Objective 4, the Group made suggestions regarding teaching methods, timing and resources for the proposed training course. The detailed syllabus, presented in order of the suggested sequence was as follows.

1. Introduction to Bushmeat

1.1 Definitions

1.2 Legal and illegal aspects

1.3 Environmental impacts

1.4 Community socio-economic factors

1.5 Private sector economic factors

1.6 Species used for bushmeat (case studies of what is used regionally, past and present)

- *Teaching methods – structured lecture*
- *Approximate timing – 8 hours*
- *Possible resources – NGOs, TANAPA, WD, JGI, Mweka, Researchers*

2. Introduction to the principles of conservation

2.1 Community values

2.2 National values

2.3 International values

2.4 Fundamentals of conservation biology (four evils, over harvesting, habitat loss, SLOSS, genetics-inbreeding effects, population crash)

- *Teaching methods – structured lecture/lecture/video*
- *Approximate timing – 4 hours*
- *Possible resources – Mweka*

3. Introduction to relevant legislation and the implications for local communities

3.1 International and regional treaties pertaining to wildlife in East Africa

3.2 National laws related to wildlife and wildlife use

3.3 Local bylaws related to wildlife

3.4 Traditional/customary laws related to wildlife (case reports from students)

- *Teaching methods – lecture/case studies*
- *Approximate timing – 8 hours*
- *Possible resources – TANAPA, Mweka, IUCN, UDSM*

4. Introduction to environmental economics

4.1 Open access resource exploitation characteristics, demand/supply curves

4.2 History

4.3 Application of principles of EE

4.4 Identification of tools

4.5 *Identification of tools used and available in EE (benefit-cost analysis, EIA)*

4.6 *Basic background on how they are used*

- *Teaching methods – lecture/case studies*
- *Approximate timing – 8 hours*
- *Possible resources – Mweka, universities*

5. *Introduction to skills used for effective communication*

5.1 *Written*

5.1.1 *Report writing – Mweka, text books*

5.1.2 *Letter writing – Mweka, text books*

5.1.3 *Proposal writing – Mweka, text books*

5.1.4 *Brochure/flyer design – NGOs, private sector*

- *Teaching methods – structured lecture*
- *Approximate timing – 16 hours*
- *Possible resources – refer against each topic*

5.2 *Oral*

5.2.1 *Presentation skills*

5.2.1.1 *Public speaking – Toast masters*

5.2.1.2 *Gestures – Text books*

5.2.2 *Use of traditional story telling methods*

5.2.2.1 *Plays – musicians, artist, drama group*

5.2.2.2 *Songs – musicians, artists*

5.2.3 *Negotiation skills – UN Dept, UNHCR, text books*

5.3 *Basic networking skills – business school, text books*

- *Teaching methods – structured lecture/video*
- *Approximate timing – 16 hours*
- *Possible resources – refer against each topic*

6. *Introduction to gender related issues*

6.1 *Background*

6.1.1 *Defining gender*

6.1.2 *Historical overview (class assignment – personal experiences from their communities)*

6.1.3 *Defining gender issues (environmental/natural resource decision making)*

6.2 *Core issues*

6.2.1 *Identifying gender related issues/disparities within communities*

6.2.2 *How to mitigate these issues within communities*

- *Teaching methods – structured lecture/video*
- *Approximate timing – 4 hours*
- *Possible resources – Mweka, guest speakers, NGOs specializing in gender*

7. *Introduction to law enforcement policies and measures at national and local levels*

7.1 *Knowledge of all laws/acts/bylaws relevant to wildlife and the trade of wildlife*

- 7.2 *Knowledge of penalties for illegal trade*
- 7.3 *Knowledge of positive legal options – Kenya coffee case*
- 7.4 *Obligations of the government to return revenue back to the communities*

- *Teaching methods – lecture*
- *Approximate timing – 4 hours*
- *Possible resources – Wildlife Divisions*

7.5 *Background to the relevant institutions that work in this field and their duties/purpose/responsibilities*

- *Teaching methods – handout given during introduction/assignment/self directed study*
- *Approximate timing - ? hours*
- *Possible resources – Ministry lawyers, council of NGOs*

8. *Fundamentals of bushmeat*

8.1 *Hunting/harvesting techniques*

8.1.1 *Identification of techniques that are not sustainable or morally/ethically acceptable (case studies from local communities)*

8.2 *Zoonotic diseases related to bushmeat*

8.2.1 *Impact of diseases to livestock/humans*

8.3 *Hygienic methods for*

handling/butchering/consuming/transportation/preservation of bushmeat

8.4 *Techniques used for meat species identification*

- *Teaching methods – structured lecture/practical/video/field visit/tutorial*
- *Approximate timing – 12 hours*
- *Possible resources – Mweka, researchers, local communities, Wildlife Divisions, literature review, wildlife vets, Beatrice Halm, Sokoine University of Agriculture, University of Nairobi*

9. *Sustainable use of wildlife*

9.1 *Holistic approach to conservation and use*

9.2 *Hunting/harvesting techniques*

9.3 *Quota setting*

9.4 *Research, monitoring skills/techniques (census, population counts, biodiversity assessment, interdependence of species, principles of biodiversity)*

9.5 *Record keeping skills*

- *Teaching methods – structured lecture/video*
- *Approximate timing – 8 hours*
- *Possible resources – Mweka*

10. *Introduction to self-regulation within communities*

10.1 *How to deal with individuals who carry out illegal activities (case study of traditional communities)*

10.2 *Quota setting procedures*

- *Teaching methods – seminar/field visit*
- *Approximate timing – 8 hours*
- *Possible resources – CAMPFIRE, ADMADE, researchers, community groups, NGOs*

11. *Introduction to needs assessment format/skills*

11.1 *Procedures on carrying out needs assessment*

11.1.1 *PRA*

11.1.2 *RRA*

11.1.3 *Other tools used*

- *Teaching methods – lectures/practicals/seminars*
- *Approximate timing – 8 hours*
- *Possible resources – Mweka, related NGOs, MS Training Centre for Development Cooperation*

12. *Introduction to programme/project management*

12.1 *Fundamentals of project management*

12.1.1 *Log frame analysis*

12.1.2 *Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis*

12.2 *Basics in human resources management*

12.3 *Basics in budgeting/accounting/book-keeping skills*

- *Teaching methods – lectures/practicals/seminars*
- *Approximate timing – 8 hours*
- *Possible resources – Mweka, business school, East and Southern African Management Institute (ESAMI)*

13. *Introduction to business principles*

13.1 *Appropriate tools that can be used by local communities*

13.2 *Basics in business plan development*

13.2.1 *Rationale (assignment of developing a business plan using EE principles)*

- *Teaching methods – lectures/class practical*
- *Approximate timing – 8 hours*
- *Possible resources – business schools, NGOs*

14. *Introduction to participatory business optional plan*

14.1 *Fundamentals of participatory business optional plans (PBOP) (assignment to develop a plan for their community)*

- *Teaching methods – lecture/class practical*
- *Possible resources – MS Training Centre for Development Cooperation*

15. *Alternatives to bushmeat*

15.1 *Economic*

15.1.1 *Identification of other suitable sustainable alternative economic activities for local people in the region*

15.2 Meat

15.2.1 Basic nutritional requirements for humans

15.2.2 Rationale for other sources of proteins (cultural bias)

15.2.3 Identification of suitable regional alternatives (case studies option)

- *Teaching methods – lectures/video/tutorial*
- *Approximate timing – 12 hours*
- *Possible resources – researchers, communities, NGOs, development agencies, human nutritionist, Heifer International*

16. Training of trainers

- *Teaching methods – ?*
- *Approximate timing – 12 hours*
- *Possible resources – ?*

4.4.2 RESOURCE MANAGERS (WORKING GROUP 2)

Working Group 2 produced an outline syllabus for a short course for Resource Managers. The syllabus contained six major subject areas designed to address the identified training needs and to deliver the competencies as outlined in 4.3.2 and 4.3.4.2 above.

1. Bushmeat industry

1.1 Introduction to the bushmeat concept

1.1.1 Definition

1.1.2 History

1.1.3 Roles and impacts

1.2 Bushmeat stakeholders

2. Bushmeat products

2.1 Introduction

2.2 Public health issues

2.3 Meat preservation

2.4 Meat identification

3. Wildlife management

3.1 Introduction to wildlife management

3.2 Wildlife monitoring and research

3.2.1 Data collection and analysis

3.3 Environmental economics

3.3.1 Introduction

3.3.2 Analytical skills

3.3.2.1 Environmental analysis

3.3.2.2 Cost-benefit analysis

4. Principles of sustainable utilisation

4.1 Introduction

4.2 Wildlife utilisation (stakeholders)

4.3 Alternatives to bushmeat

- 4.4 Community development skills*
- 4.5 Setting of quotas*

5. Policies and legislation

5.1 Introduction

5.2 International and local policies and legislation

5.3 Law enforcement

5.3.1 Anti-poaching

5.3.1.1 National

5.3.1.2 International

5.3.1.3 Transboundary

6. Human resources skills

6.1 Introduction

6.2 Conflict resolution

6.3 Public relations

6.4 Negotiation skills

6.5 Group dynamics

6.6 Communication skills

6.7 Training of trainers

4.4.3 LAW ENFORCEMENT OFFICERS (WORKING GROUP 3)

Working Group 3 began by identifying the main subject areas within the syllabus and the competencies, as outlined in 4.3.3 and 4.3.4.1 above, associated with these subject areas. A total of six subject areas were identified as follows.

1. Introduction (competencies 4, 7, 10, 12)
2. Law enforcement (competencies 1, 2, 3, 5, 8, 9, 10)
3. Research and monitoring (competencies 5, 14, 15, 17, 22)
4. Education and awareness (competencies 6, 12, 13, 18, 21)
5. Social, cultural and economics (competencies 11, 19, 20, 21, 22)
6. Utilisation (competencies 11, 13)

Following this, a more detailed syllabus for each subject area was developed. Due to time restrictions, no detailed syllabus was developed for subject area 6 (Utilisation).

1. Introduction to bushmeat issues

1.1 Definition/concepts (what is bushmeat)

1.2 Historical aspect of bushmeat conservation values (direct and indirect)

1.3 The impact of bushmeat on conservation (wildlife conservation, natural resources, cultural and economic)

1.4 The role of key stakeholders (NGO's, local communities, public & private sector)

2. Law enforcement

2.1 Introduction to relevant laws, policies, regulations, guidelines and treaties relevant to bush meat

2.2 Procedures for law enforcement (arresting, investigation/intelligence, prosecution, evidence handling, preparation of charge sheets)

2.3 Planning and budgeting approaches (preparation of work plans, preparation of budgets, preparation of reports)

- 2.4 *Law enforcement stakeholder analysis (institutional framework, national and international)*
- 2.5 *Meat identification (identifying species, methods of identification, advantages and disadvantages of each method of identification, and outsourcing procedures)*
- 3. *Research and monitoring*
 - 3.1 *Methods of information gathering (indigenous knowledge, health and veterinary issues)*
 - 3.2 *Importance of indigenous knowledge in research and monitoring*
 - 3.3 *Different sources of information*
 - 3.4 *Introduction to research and monitoring methodology (PRA etc.)*
 - 3.5 *Application of research findings*
- 4. *Education and awareness*
 - 4.1 *Training (identification of training needs, trainees, basic training methodology, evaluation and feedback techniques)*
 - 4.2 *Communication skills (target groups, media, interpersonal, role play, communication tools/production of the same/outourcing)*
 - 4.3 *Extension skills*
 - 4.4 *Alternative source of income/protein (identification of alternatives, applicability, incentives, networking, case studies)*
 - 4.5 *Sustainable harvesting of bushmeat (criteria for sustainability, quota setting and adherence, harvesting methods, advantages and disadvantages)*
 - 4.6 *Other forms of utilisation (domestic and commercial, other products of wildlife and uses)*
 - 4.7 *Processing methods*
- 5. *Social, cultural and economics*
 - 5.1 *Economic benefits (multiple values of wildlife e.g. eco-tourism, cultural values, medicinal values)*
 - 5.2 *Human wildlife interaction costs (disease transmission, crop raiding, human injuries, land use conflict)*
 - 5.3 *Factors influencing bushmeat use (motivations)*
 - 5.4 *Trends in bushmeat consumption*
- 6. *Utilisation*

5. FUTURE WORK

Following the Workshop, the tasks listed below remain to be addressed, in order to achieve the overall objective of conducting training courses to support a sustainable utilisation of bushmeat within the eastern Africa region.

- Consolidating the framework into three detailed course outlines, following the established CAWM format.
- The development of training materials (training manuals) for each of the three courses.
- The integration of the bushmeat curricula and training materials into the existing CAWM long courses curriculum (as opposed to the proposed short courses).
- Marketing and delivery of the three short courses, followed by training evaluation with revision of the curricula or training materials as necessary.
- Ongoing support through the established network of bushmeat training specialists.



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APPENDIX 2:
WORKSHOP TIMETABLE

**COLLEGE OF AFRICAN WILDLIFE MANAGEMENT,
MWEKA, TANZANIA**

BUSHMEAT TRAINING DEVELOPMENT WORKSHOP

7TH – 9TH MAY 2002

WORKSHOP TIMETABLE

Day 1: Tuesday 7th May 2002

- 8.30am – 9.30am** **Arrival and Registration (DPDS Outer Office)**
- 9.30am – 10.25am** **Plenary Session 1 (Major Kinloch’s Hall)**
- 9.30am – 9.40am Welcoming Statement from Mr Deo-Gratias Gamassa, Principal of the College of African Wildlife Management, Mweka
- 9.40am – 9.50am Welcoming Statement from Ms Christine Wolf, Vice-Chair of BCTF Steering Committee
- 9.50am – 10.10am Participants Introductions
- 10.10am – 10.20am Official Opening Speech from Mr Phelemon Luhanjo, Permanent Secretary, Ministry of Natural Resources and Tourism, Tanzania
- 10.20am – 10.25am Administrative Announcements from Dr Will Banham, Mweka Workshop Coordinator/Facilitator
- 10.25am – 10.30am** **Workshop Participants’ Group Photograph (Front of Major Kinloch’s Hall)**
- 10.30am – 11.00am** **Refreshments (Major Kinloch’s Hall)**
- 11.00am – 1.00pm** **Plenary Session 2 (Bushmeat Workshop Room 1)**
- 11.00am – 11.15am “Solutions to the African Bushmeat Crisis: The Bushmeat Crisis Task Force and International Collaboration” – Natalie Bailey, BCTF, USA
- 11.15am – 11.30am “The Jane Goodall Institute Congo Basin Project” – Christina Ellis, JGI, USA
- 11.30am – 11.45am “An Introduction to the Africa Biodiversity Collaborative Group” – Nancy Gelman, ABCG, USA
- 11.45am – 12.00am “The Southern African Wildlife College” – Fanie Greyling, SAWC, South Africa
- 12.00am – 12.15pm “The Contribution of Garoua Wildlife College in the Solution of the Bushmeat Problem” – Ibrahim Njoya, Garoua, Cameroon
- 12.15pm – 12.30pm “Highlights of the Garoua Bushmeat Workshop” – Paul Scholte, Garoua, Cameroon
- 12.30pm – 12.45pm “The College of African Wildlife Management Curriculum” – Freddy Manongi, CAWM, Tanzania

12.45pm – 1.00pm	Introduction to the Workshop Process and Working Groups – Will Banham, Mweka Workshop Coordinator/Facilitator, Tanzania
1.00pm – 2.00pm	Lunch (Major Kinloch’s Hall)
2.00pm – 3.30pm	Plenary Session 3 (Bushmeat Workshop Room 1)
2.00pm – 2.15pm	“Poaching Within Natural Protected Areas in Burundi” – Jean Rushemeza, INECN, Burundi
2.15pm – 2.30pm	“Law Enforcement – Challenge on the Bushmeat Trade” – Francis Ole Nkako, KWS, Kenya
2.30pm – 2.45pm	“Species Utilised” – Dr Ltajewa Lekool, KWS, Kenya
2.45pm – 3.00pm	“Species Identification of Canned, Cooked and Fresh Meats Using Antisera to Thermostable Muscle Antigens” – Prof. Kangethe, KWS, Kenya
3.00pm – 3.15pm	“Use of Molecular Techniques in Bushmeat Identification” – Dr Ben Mutayoba, SUA, Tanzania
3.15pm – 3.30pm	“Title Unknown” – Musa Lyimo, LATF, Kenya
3.30pm – 4.00pm	Refreshments (Major Kinloch’s Hall)
4.00pm – 5.30pm	Plenary Session 4 (Bushmeat Workshop Room 1)
4.00pm – 4.15pm	“Illegal Bushmeat Trade Versus Sustainable Wildlife Use Around the Selous Game Reserve, Tanzania” – Dr Rolf Baldus, GTZ, Tanzania
4.15pm – 4.30pm	“The Game Meat Trade in Uganda: What a Challenge?” – Adonia Bintoora, UWA, Uganda
4.30pm – 4.45pm	“Bushmeat: Differences Between Kibale NP and Budongo FR – Results of Three Years of Surveys and Snare Removal Programs in Uganda” – Debby Cox, JGI, Uganda
4.45pm – 5.00pm	“Bushmeat Consumption in Eastern Democratic Republic of Congo” – Chifundera Kusamba, The Mount Tshiabirimu Gorilla Conservation Project, Rwanda
5.00pm – 5.15pm	“Policy on Bushmeat Trade in Malawi” – Hector Banda, Department of National Parks and Wildlife, Malawi
5.15pm – 5.30pm	“The Utilisation of Bushmeat in Kilimanjaro Forest” – Wilfred Foya, College of African Wildlife Management, Tanzania

Day 2: Wednesday 8th May 2002

9.00am – 10.30am Working Groups Session 1 (Bushmeat Workshop Rooms 2-4)

Objective 1: Identification of Key Bushmeat Issues, Training Needs and Target Trainees

10.30am – 11.00am Refreshments (Major Kinloch's Hall)

11.00am – 12.30pm Plenary Session 5 (Bushmeat Workshop Room 1)

Objective 1: Identification of Key Bushmeat Issues, Training Needs and Target Trainees

12.30pm – 2.00pm Lunch (Major Kinloch's Hall)

2.00pm – 3.30pm Working Groups Session 2 (Bushmeat Workshop Rooms 2-4)

Objective 2: Specification of Required Competencies and Core Values (KSAs)

3.30pm – 4.00pm Refreshments (Major Kinloch's Hall)

4.00pm – 5.30pm Plenary Session 6 (Bushmeat Workshop Room 1)

Objective 2: Specification of Required Competencies and Core Values (KSAs)

5.30pm – 7.00pm Cocktails and Snacks (Major Kinloch's Hall)

Day 3: Thursday 9th May 2002

9.00am – 10.30am Working Groups Session 3 (Bushmeat Workshop Rooms 2-4)

Objective 3: Definition of Required Syllabus

10.30am – 11.00am Refreshments (Major Kinloch's Hall)

11.00am – 12.30pm Plenary Session 7 (Bushmeat Workshop Room 1)

Objective 3: Definition of Required Syllabus

12.30pm – 2.00pm Lunch (Major Kinloch's Hall)

2.00pm – 3.30pm Working Groups Session 4 (Bushmeat Workshop Rooms 2-4)

Objective 4: Timetabling, Teaching Methods and Case Studies

3.30pm – 4.00pm Refreshments (Major Kinloch's Hall)

4.00pm – 5.30pm Plenary Session 8 (Bushmeat Workshop Room 1)

Objective 4: Timetabling, Teaching Methods and Case Studies

5.30pm – 6.00pm Closing Ceremony (Major Kinloch's Hall)

5.30pm – 5.45pm Workshop Evaluation

5.45pm- 6.00pm Official Closing (Ms Hilda Ngoye, Regional Commissioner, Kilimanjaro Region, Tanzania)

APPENDIX 3:
WORKSHOP OBJECTIVES, PROCESS AND METHODS

**COLLEGE OF AFRICAN WILDLIFE MANAGEMENT,
MWEKA, TANZANIA**

BUSHMEAT TRAINING DEVELOPMENT WORKSHOP

7TH – 9TH MAY 2002

WORKSHOP OBJECTIVES, PROCESS AND METHODS

OVERALL OBJECTIVE

The overall objective of this workshop is to develop a framework for training on the bushmeat crisis. Following the Workshop, this framework will then be developed into one or more training courses with the associated training materials. Within the Workshop Process, there are four specific objectives leading to this overall objective.

WORKSHOP PROCESS

The proposed process for achieving the overall objective is as follows:

- Step 1: Division into Working Groups 1 – 3. Working Groups have been prepared based on participants' geographic origin, organisation and area of specialisation/expertise. See Appendix 1 for the proposed Working Groups. Each Group will assign one member as the Group Convenor (who will be responsible for convening the sessions on time and organising the Group), one member as the Group Secretary (who will be responsible for keeping notes and collecting all flipcharts etc.) and a Rapporteur for each session (who will be responsible for reporting back to the plenary sessions).
- Step 2: Participant presentations on bushmeat issues.
- Step 3: OBJECTIVE 1: Working Groups suggest the key bushmeat issues, the training needs associated with these issues and the target trainees. See Appendix 2 for more details.
- Step 4: OBJECTIVE 1: Workshop Plenary **agrees** the key bushmeat issues, the training needs associated with these issues and the target trainees. At this point, the number of required training courses and the associated target trainees should be agreed.
- Step 5: OBJECTIVE 2: Working Groups define training needs in terms of specific competencies and core values (KSAs). See Appendix 3 for more details.
- Step 6: OBJECTIVE 2: Workshop Plenary **agrees** a list of specific competencies and core values.
- Step 7: OBJECTIVE 3: Working Groups propose a syllabus to cover the agreed competencies and core values. See Appendix 4 for more details.
- Step 8: OBJECTIVE 3: Workshop Plenary **agrees** a draft syllabus.
- Step 9: OBJECTIVE 4: Working Groups propose the methods of learning/teaching, specific exercises or case studies, and a timetable for the course/s. See Appendix 5 for more details.
- Step 10: OBJECTIVE 4: Workshop Plenary **agrees** a draft timetable with methods of learning/teaching and key exercises or case studies.

WORKSHOP METHODS

Based on the above process, the Workshop will utilise three methods to achieve the objectives. The three methods are:

1. Individual presentations.

Individual presentations will be limited to 15 minutes each, including questions. The timetable provides for some time for a general discussion on all the presentations.

2. Working Group sessions using the Nominal Group Process.

The Nominal Group Process is a process to ensure a participatory approach to group work. The steps to be followed are:

- Selection of a Group Facilitator and Reporter
- Silent generation of ideas (based on the given task) by each individual writing their own ideas down
- Round Robin recording of ideas with no discussion at this stage, so that each individual's ideas are recorded on flipcharts
- Clarification, discussion and consensus building
- Rating or ranking points through consensus or voting (if necessary)

3. Plenary discussions to reach a consensus.

Plenary discussions will begin with a report from each Working Group. These reports should be limited to 15 minutes each. Following these reports, the Workshop facilitator will endeavour to generate a consensus amongst all participants (or at least a majority view) on the specific objectives for each session.

APPENDIX 2

OBJECTIVE 1: IDENTIFICATION OF KEY BUSHMEAT ISSUES, TRAINING NEEDS AND TARGET TRAINEES

1. Using the Nominal Group Process:

- 1.1 Generate an agreed list of the key issues relating to the utilisation of bushmeat. Rank these issues in priority order.
- 1.2 From this list, identify the key groups of potential trainees, with reference to each issue. Rank the trainee groups in priority order. Potential trainee groups should be those who can influence the issues in some way and those who can realistically be brought for formal training.
- 1.3 For each group of potential trainees, generate a set of training needs, indicating which training need relates to which issue/s. Rank the training needs in priority order. The identification of training needs may take account of existing performance gaps and training gaps (if these are known), or may be based on first principles with reference to the key issues identified.
- 1.4 Rank the importance of each group of trainees with regard to addressing the key bushmeat issues.

2. Present the following information back to the plenary session:

- 2.1 The key bushmeat issues identified, ranked in priority order.
- 2.2 A maximum of three groups of target trainees, ranked in priority order.
- 2.3 The training needs for each of these groups of target trainees. Only list the training needs for the groups identified under 2.2.

APPENDIX 3

OBJECTIVE 2: SPECIFICATION OF REQUIRED COMPETENCIES AND CORE VALUES (KNOWLEDGE, SKILLS AND ATTITUDES)

The previous plenary session will have generated an agreed list of target trainee groups and the training needs of each group. Following on from this:

1. Using the Nominal Group Process:

- 1.1 Generate, for each group of target trainees, a set of specific competencies based on the training needs for each group. Rank the competencies in priority order. Competencies should define some knowledge or a skill that a trainee should be able to demonstrate following the training (definitions of knowledge and skills are given below). Competencies should be expressed as a continuation of the following sentence: "A student should be able to ..." Competencies should be as specific as possible and avoid the use of vague terms. Refer to the example of a Mweka Module Outline for guidance.

Knowledge: Facts and information necessary to perform one's job.

Skills: Ability to carry out actions associated with successful performance.

- 1.2 Generate, for each group of target trainees, a set of core values that the training should instil in the trainees. Rank the core values in priority order. Core values should define an attitude that the trainee should have following the training (a definition of attitudes is given below). Core values should be as specific as possible and avoid the use of vague terms. Refer to the example of a Mweka Module Outline for guidance.

Attitudes: Feelings expressed by individuals to other people through language and behaviour.

2. Present the following information back to the plenary session:

- 2.1 The set of competencies, for each group of trainees, ranked in priority order.
- 2.2 The set of core values, for each group of trainees, ranked in priority order.

APPENDIX 4

OBJECTIVE 3: DEFINITION OF REQUIRED SYLLABUS

The previous plenary session will have generated an agreed list of competencies and core values for each target trainee group. Following on from this:

1. Using the Nominal Group Process:

- 1.1 Generate an agreed syllabus, for each group of trainees, that will allow for the achievement of the agreed competencies and core values. Each syllabus should be defined in terms of main-headings, with sub-headings and sub-sub-headings below etc. Refer to the example of a Mweka Module Outline for guidance. Indicate, against each main-heading in the syllabus, which competencies or core values are being addressed by that section of the syllabus. Rank each main-heading within the syllabus in priority order.

2. Present the following information back to the plenary session:

- 2.1 The syllabus for each group of trainees, with main-headings ranked in priority order, and an indication, against each main-heading in the syllabus, which competencies or core values are being addressed by that section of the syllabus.

APPENDIX 5

OBJECTIVE 4: TIMETABLING, TEACHING METHODS AND CASE STUDIES

The previous plenary sessions will have generated an agreed list of competencies and core values and a syllabus for each target trainee group. Following on from this:

1. Using the Nominal Group Process:

- 1.1 Generate, for each trainee group, a list of key case studies that could be used to illustrate any given part of the agreed syllabus. Provide a brief summary of the case study indicating what bushmeat issues are covered and what lessons are demonstrated by the case study. Indicate which member of the Working Group can provide details of each case study.
- 1.2 Generate, for each trainee group, a list of key practical exercises that could be used to illustrate any given part of the agreed syllabus. Provide a brief summary of the proposed exercise indicating what bushmeat issues are covered and what skills will be developed during the exercise.
- 1.3 Generate an agreed timetable, for each group of trainees, that will allow for the agreed syllabus to be covered and allow for the achievement of the agreed competencies and core values. The timetable should be defined in terms of three 2-hour sessions each day, except for field trips which should be defined as morning and afternoon sessions. Session titles should reflect a main-heading or a sub-heading from the syllabus. The appropriate teaching/learning method to deliver each session should be indicated (the categories of teaching/learning methods used at Mweka are briefly summarised below). The number of sessions for each part of the syllabus should reflect the required time to cover that part of the syllabus, given the teaching/learning methods indicated. Refer to the example of a Mweka Module Outline for guidance. If case studies have been identified, indicate which session of the timetable should include each case study.

Teaching/Learning Methods:

Lecture – a one-way oral delivery of information from lecturer to student

Structured Lecture – a structured combination of mini-lectures, exercises, discussions, case studies etc.

Class Practical – a practical exercise carried out in the classroom or the laboratory

Field Practical – a practical exercise carried out in the field

Field Visit – a visit to a field site or organisation to observe or discuss issues

Directed Study – an unsupervised assignment specified by the lecturer, e.g. reading

Self-Directed Study – study initiated by the student

Seminar – a group discussion based on a previous assignment or field visit

Tutorial – a small group discussion based on a specific assignment

Video – observation and discussion of a video programme

2. Present the following information back to the plenary session:

- 2.1 A timetable, for each group of trainees, showing session titles, teaching/learning methods, key practical exercises and case studies.
- 2.2 A summary of each key practical exercise included in the timetable.
- 2.3 A summary of each case study included in the timetable.

APPENDIX 4:
FINAL WORKING GROUPS

Working Group 1

NAME	ORGANISATION	COUNTRY
1. Ms Natalie Bailey	Bushmeat Crisis Task Force	USA
2. Dr Rolf Baldus	GTZ	Tanzania
3. Mr Thadeus Binamungu	College of African Wildlife Management	Tanzania
4. Ms Debby Cox	Jane Goodall Institute	Uganda
5. Ms Christina Ellis	Jane Goodall Institute	USA
6. Mr Deo-Gratias Gamassa	College of African Wildlife Management	Tanzania
7. Prof. Kangethe	Kenya Wildlife Service	Kenya
8. Mr Bruno Kawasange	Ngorongoro Conservation Area Authority	Tanzania
9. Mr Pius Malata	College of African Wildlife Management	Tanzania
10. Mr Faustine Masalu	Malihai Clubs of Tanzania	Tanzania
11. Dr Victor Siamudaala	Zambia Wildlife Authority	Zambia
12. Mr Erasmus Tarimo	Wildlife Division	Tanzania

Working Group 2

NAME	ORGANISATION	COUNTRY
1. Ms Sally Capper	Cullman & Hurt Community Wildlife Project	Tanzania
2. Ms Nancy Gelman	Africa Biodiversity Collaborative Group	USA
3. Mr Fanie Greyling	Southern African Wildlife College	South Africa
4. Mr Abiud Kaswamila	College of African Wildlife Management	Tanzania
5. Mr Chifundera Kusamba	The Mount Tshiabirimu Gorilla Conservation Project	Rwanda
6. Dr Ltajewa Lekolool	Kenya Wildlife Service	Kenya
7. Mr Ally Lema	Wildlife Division	Tanzania
8. Mr Martin Loibooki	Tanzania National Parks	Tanzania
9. Mr Musa Lyimo	Lusaka Agreement Task Force	Kenya
10. Mr Freddy Manongi	College of African Wildlife Management	Tanzania
11. Dr Ben Mutayoba	Sokoine University of Agriculture	Tanzania
12. Mr Baldwin Mwakamela	College of African Wildlife Management	Tanzania
13. Mr Paul Scholte	Ecole de Faune de Garoua	Cameroon

Working Group 3

NAME	ORGANISATION	COUNTRY
1. Mr Bintooro Adonia	Uganda Wildlife Authority	Uganda
2. Mr Wilfred Foya	College of African Wildlife Management	Tanzania
3. Mr Ladislaus Kahana	College of African Wildlife Management	Tanzania
4. Mr Iyasi Lejora	Tanzania National Parks	Tanzania
5. Mr Julian Machange	College of African Wildlife Management	Tanzania
6. Mr Emmanuel Mtiti	Jane Goodall Institute / TACARE	Tanzania
7. Mrs Nellie Mwandoloma	College of African Wildlife Management	Tanzania
8. Dr Muusya Mwinzi	Moi University	Kenya
9. Mr Ibrahim Njoya	Ecole de Faune de Garoua	Cameroon
10. Mr Francis Ole Nkako	Kenya Wildlife Service	Kenya
11. Mr Jean Rushemeza	INECN	Burundi
12. Mr Lee Stewart	Munda Wanga Trust	Zambia
13. Ms Rehemma Tibanyenda	Wildlife Division	Tanzania
14. Ms Christine Wolf	Bushmeat Crisis Task Force Steering Committee	USA

APPENDIX 5:
WORKSHOP PRESENTATIONS

Please note: the authors and titles of presentations are given here. Please contact the College of African Wildlife Management for a hard copy of the presentations.

1

**“Speech by the Permanent Secretary
of the Ministry of Natural Resources and Tourism,
Mr Philemon Luhanjo,
During the Official Opening of a Bushmeat Training Development Workshop
Conducted at the CAWM-Mweka, 7-9th May, 2002”**

Mr Philemon Luhanjo

Permanent Secretary, Ministry of Natural Resources and Tourism, Tanzania

2

**“Opening Remarks by the Principal,
College of African Wildlife Management, Tanzania”**

Deo-Gratias Gamassa

Principal, College of African Wildlife Management, Tanzania

3

**“Solutions to the African Bushmeat Crisis:
The Bushmeat Crisis Task Force and International Collaboration”**

Natalie Bailey

Program Coordinator, Bushmeat Crisis Task Force, USA

4

“The Jane Goodall Institute Congo Basin Project”

Christina Ellis

Director of Africa Programs, Jane Goodall Institute, USA

5

“An Introduction to the Africa Biodiversity Collaborative Group”

Nancy Gelman

Program Coordinator, Africa Biodiversity Collaborative Group, USA

6

“The Southern African Wildlife College”

Fanie Greyling

Executive Director, Southern African Wildlife College, South Africa

7

**“The Contribution of Garoua Wildlife College in the
Solution of the Bushmeat Problem”**

Ibrahim Njoya

Director, Garoua, Cameroon

8

“Highlights of the Garoua Bushmeat Workshop”

Paul Scholte

Consultant Curriculum Advisor, Garoua, Cameroon

9

“The College of African Wildlife Management Curriculum”

Freddy Manongi

Deputy Principal and Director of Studies, College of African Wildlife Management, Tanzania

10

“Poaching Within Natural Protected Areas in Burundi”

Jean Rushemeza

Technical Advisor to the Director General,
Institut National pour l’Environnement et la Conservation de la Nature, Burundi

11

“Law Enforcement – Challenge on the Bushmeat Trade”

Francis Ole Nkako

Project Coordinator – Bushmeat Identification Project, Kenya Wildlife Service, Kenya

12

“Bush Meat Utilization in Kenya”

Dr Ltajewa Lekool

Field Veterinarian, Kenya Wildlife Service, Kenya

13

**“Species Identification of Canned, Cooked and Fresh Meats
Using Antisera to Thermostable Muscle Antigens”**

Prof. Kangethe

Professor of Public Health, Kenya Wildlife Service, Kenya

14

“Use of Molecular Techniques in Bushmeat Identification”

Dr Ben Mutayoba

Assistant Professor, Sokoine University of Agriculture, Tanzania

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15

“Bush Meat Trade in Eastern, Southern and Central African Countries”

Musa Lyimo

Deputy Director, Lusaka Agreement Task Force, Kenya

16

**“Illegal Bushmeat Trade Versus Sustainable Wildlife Use
Around the Selous Game Reserve, Tanzania”**

Dr Rolf Baldus

CBC Advisor, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Tanzania

17

“The Game Meat Trade in Uganda: What a Challenge?”

Bintoora Adonia

Senior Community Conservation Officer, Uganda Wildlife Authority, Uganda

18

**“Bushmeat: Differences Between Kibale NP and Budongo FR
– Results of Three Years of Surveys and Snare Removal Programs in Uganda”**

Debby Cox

Executive Director, Jane Goodall Institute, Uganda

97

19

“Bushmeat Consumption in Eastern Democratic Republic of Congo”

Chifundera Kusamba

Project Manager, The Mount Tshiabirimu Gorilla Conservation Project, Rwanda

20

“Policy on Bushmeat Trade in Malawi”

Hector Banda

Lecturer, Malawi College of Forestry and Wildlife, Malawi

21

“The Utilisation of Bushmeat in Kilimanjaro Forest”

Wilfred Foya

Senior Lecturer, College of African Wildlife Management, Tanzania

“Bushmeat Training Development Workshop – Official Closing Speech”

Ms Hilda Ngoye

Regional Commissioner, Kilimanjaro Region, Tanzania