



Strengthening KCCEM to build the capacity of Conservation professionals in the Albertine Rift Region NICHE/RWA/025

Reflection of a collective learning journey



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Photo cover: KCCEM

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Preface

It is with great pleasure that we present this reflection document of our collective learning journey, which we have undertaken during the past four years. Together with our support team from the Netherlands (Wageningen University), South Africa (South African Wildlife College) and Cameroon (Ecole de Faune) we embarked upon this journey of supporting the Kitabi College of Conservation and Environmental Management in Rwanda (KCCEM). We did our utmost to transfer our knowledge and experience to our new sister College, which was rapidly growing. We tried to share the lessons that we learned ourselves, and provided the support to adapt and adjust these learnings to Kitabi's own biophysical and institutional environment.

Our entire learning journey has been based on the principles of 'learning by doing'. It has also been based on continuous reflection and adaptation, as described in our initial project proposal. Now that the journey has come to an end, we collected all the reports which were written over the entire project period. We tried to compile its content, putting emphasis on what we did, why we did it, how we did it, what we learned from it, and how it could help KCCEM to develop itself into an economically viable and sustainable College.

The major building blocks of our journey are the development of a business model, the development of organisational capacity to implement the model, and the development of a range of products and services to be delivered with quality. All these three components operationalised within the policy frameworks and institutional context of Rwanda's conservation, tourism and environmental management sector. And collectively leading into a strong vision for KCCEM, to embark upon its future. These building blocks are visually represented in our conceptual model presented in figure 1. There are many authors who have contributed to the writing of the numerous reports: Richard Nasarira, Claire Dushimumukiza, Wycliffe Tumwesigye, Clive Poultney, Sandy du Plessis, Michael Douglas, Alan Gardiner, Rory Allardice, Sally Slater-Jones, Francis Tarla, Judith Jacobs, Dieuwke Klaver, Nico Rozemeijer, Toon de Bruyn, and Cora van Oosten. Compilation of all the documents was done by Toon de Bruyn.

We hope that this document will serve as an 'aide-memoire', for all of us to go over every now and then, to remember what we did, why we did it, and how we did it. We hope it will serve KCCEM in building its institutional memory, and continue to develop. And finally, we hope it will serve other Colleges in Rwanda and beyond, to learn from our learning journey, and embark upon a similar journey themselves.

It was an exciting journey, from which we all learned. We are happy and proud that we were part of the journey, and contributed to the development and growth of KCCEM.



Cora van Oosten
Project manager Wageningen University Centre for Development Innovation
The Netherlands

List of abbreviations and acronyms

ARR	Albertine Rift Region
BoD	Board of Directors
CDI	Centre for Development Innovation, Wageningen UR
EDPRS	Economic Development and Poverty Reduction Strategy)
ICT	Information and Communication Technology
INRM	Integrated Natural Resource Management
KCCEM	Kitabi College of Conservation and Environmental Management
KPI	Key Performance Indicators
KRA	Key Results Area
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
RDB	Rwanda Development Board
REDD	Reducing Emissions from Deforestation and Forest Degradation
NUR	National University of Rwanda
RDB	Rwanda Development Board
RTC	Rwanda Teachers College
TNA	Training Needs Assessment
TVET	Technical and Vocational Education and Training
Wageningen UR	Wageningen University & Research centre
WDA	Workforce Development Authority

1 Background and rationale

Natural Resource Management (NRM) in the Albertine Rift Region (ARR) is increasingly becoming a complex and multi-faceted domain having technical, social, political, economic and institutional dimensions. Conservation professionals are expected to liaise with a variety of actors with diverging interests, be it professionals in other sectors, communities, conservation NGOs, women and men, international researchers, policy makers, tourism operators and tourists, for which they were not trained. Hence there is not only widespread demand for new NRM approaches addressing environmental issues in a holistic and multi-disciplinary way, but also for environmental education institutes to change and adapt their teaching, training, research and others services accordingly.

Training opportunities related to biodiversity conservation, park management, community outreach, gender, and environmental management in general are limited in Rwanda, obliging conservation professionals to search for additional training elsewhere (Cameroon, Kenya, Tanzania, South Africa). This lack of Rwanda-based environmental training facilities was the rationale behind the establishment of the Kitabi College of Conservation and Environmental Management, as a joint initiative of the Government of Rwanda and the MacArthur Foundation, in 2006. Over the past years KCCEM managed to establish itself as an institute that caters for the basic training needs of staff in the conservation sector. At present, KCCEM is working hard to upgrade its services, to become a public institution of higher education, directly responding to the regional labour market, and able to generate enough income to sustain its operation over and above Government allocations. To this end, a curriculum development workshop carried out in 2007, resulted in the identification of the needs of (potential) clientele, and a basic curriculum was proposed. After that, the curriculum in Wildlife Management has been developed and offered to a pilot group of students of which the first group graduated in 2010. The evaluation of this first diploma course however concluded that the course was too theoretical, not including enough hands-on activities to have a major impact on the professional performance of graduates. Hence much has to be improved, for KCCEM to better link with regional demand in the conservation sector. This in turn, demands an increase in staff capacities and capabilities, and more sophisticated management systems to be put in place.

Between 2011 and 2015, the project, *Strengthening KCCEM to build the capacity of conservation professionals in the ARR* (NICHE / RWA / 025) built on this and aimed to support *Strengthening INRM capabilities among environmental organizations and their staff in the region to contribute to biodiversity conservation as embedded in sustainable development and gender policies and practice of the ARR*. The objective of this document is to support current and future staff of the Kitabi College of Conservation and Environmental Management (KCCEM) to: (i) review a strategic planning process, (ii) use its results for informed decision making, and (iii) set a benchmark for assessing the results. A detailed logical framework can be found in annex 5. The document is based on the outputs from the project. It reflects the key contents of the various reports produced for a range of outputs under the project, and is organized in different chapters, each reflecting the general output areas of the project.

NICHE / RWA / 025 is based on the principles of integrated Natural Resources Management (INRM). INRM acknowledges that environmental issues are very complex by nature, and can only be approached effectively in an integrated and interdisciplinary way. INRM stresses the importance of conservation practitioners and policy makers having not only the technical knowledge, but also the professional skills and attitude to work together and learn together; the skills and attitude to engage external stakeholders (the labour market, potential clients, and society at large); the skills and attitude to link theory and practice; and the skills and attitude to question one's "fixed" norms and values. INRM therefore offers an overall mindset for conservation education institutes to design and develop their overall structure, programmes, curricula and extra-curricular activities in the field of research, teaching, training and outreach. Applying such an INRM mindset requires capacity building and change not only at the level of

individual KCCEM management and staff, but also at the organisational level of KCCEM, in order to develop an appropriate organisational structure, and a strategic positioning within its overall institutional context. This document thus presents guidance on the holistic advancement of INRM for KCCEM as a lead institution for conservation education in the ARR.

1.1 The vision of the college

“To be the Wildlife, Tourism and Environmental Management College of choice within the Albertine Rift Region”.

1.2 The mission of the college

- To preserve and disseminate knowledge related to biodiversity and cultural resources through relevant teaching;
- To create a conducive work and learning environment for staff and students;
- To work with other institutions of higher learning, NGOs and the private sector to promote the wise use of the environment and wildlife resources within the ARR; and
- To foster stewardship for environmental conservation and natural resource management among the KCCEM neighbouring communities.

1.3 The core values of the college

College will provide services to its customers and the general public while observing the following core values:

- Working as a team and fostering effective communication and equality;
- Embracing quality, efficiency and effectiveness;
- Focusing on professionalism, consultations, meritocracy, gender sensitivity and integrity;
- Upholding a sense of responsibility, honesty, perseverance, institutional loyalty and regional integration in conservation of environmental resources;
- Constant improvement of our services to remain competitive within the ARR; and
- Continuous fostering of collaboration with all our stakeholders.

KCCEM is at a critical juncture in its future. The College was started in 2006 and has grown over the past ten years. Until 2016, it has trained over 250 students and professionals through its the long course diploma programme, and many more through its short courses. For the development of the strategic plan a SWOT analysis was conducted which brought to light some key challenges (table 1).

Table 1 KCCEM SWOT Analysis.

Strengths	Weaknesses
<ul style="list-style-type: none"> • KCCEM is in-country conceived, initiated and driven • KCCEM is associated with the strong image of Conservation & Tourism in Rwanda • Have a regional mandate: two major catchments for in –service training RDB-T&C, as well as of East - DRC and Burundi Protected Areas’ personnel • Bilingual (English – French) nature for education medium • Appropriate (and scenic) location adjacent to Nyungwe NP, i.e. headquarters for subject matter education (wildlife, environment, tourism...) • Tailor-made academic and professional programs, developed through a consultative process • All basic (training) infrastructures in place • KCCEM staff team of young professionals who are flexible and with required stamina to take up further responsibilities in relation to KCCEM further development • 2 Graduations for diploma course completed 	<p>ADMINISTRATIVE:</p> <ul style="list-style-type: none"> • No legal status, apart from ‘project under RDB’, which hampers decision making process and streamlined governance in general • (Temporary) centralisation of financial management by RDB • BoD still functioning as Project Steering Committee, rather than a fully powered and accountable BoD capable of making strategic decisions • Training Fees not based on real costs (to be included in business plan development) • Limited possibilities for spatial expansion due to land shortage • Several key functions on organigram still to be filled • Need for streamlining internal governance procedures in terms of decision making process, communication, team spirit etc. <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Distance to Kigali – Perception of some (but certainly not all!) of being ‘in the bush’, resulting in difficulty of recruitment, logistical problems, high staff turnover, etc. • Lacking updated Training Needs Assessment of the Rwandese National Park service (as well its counterparts in the region) has made it difficult to plan for its role as in service training institute • Name “KCCEM” does not reflect the regional character of the institution • Insufficient academic human resource capacity is a limiting factor for further development <p>BUSINESS/STRATEGIC:</p> <ul style="list-style-type: none"> • No marketing plan in place, recently completed business model yet to be implemented • KCCEM still not known by general public as a local learning institution, despite a whole 8 years of existence

Opportunities	Threats
<p>AS THE COLLEGE OF CHOICE:</p> <ul style="list-style-type: none"> • KCCEM's relevance / adequate response to the current need for mid-level professionals & technicians • Curriculum, still to be further developed, to render it 'mid-career' and 'professional education' proof • Tuning into the increasing need for conservation / environmental training in the region (national park personnel, targeted personnel in district & sectors, etc.) • Development of the bilingual nature of education & training provided at KCCEM • Positive attitude and trust from MINEDUC / WDA (sent in students and pledge for continuation / strengthening of partnership and support • Opportunity for funding for specific courses: WDA, NICHE, Integrated water resource management, forestry, climate change mitigation and adaptation, etc. • A new training institution such as KCCEM has the advantage of being able to make full use of the latest ICT developments and make a leap into the 21st century (KCCEM to become a 'hub' for ICT based training within the region) <p>SUSTAINABILITY:</p> <ul style="list-style-type: none"> • Because of its location, further income generating potential (retreats, workshops) • Interest of donors (i.e. MAF and NUFFIC) • Elaborated TNA for the 3 national parks, allows KCCEM to develop a longer term training program for in-service training of RDB-T&C • By increase interactions with RDB-T&C (national park teams, headquarters), the practical dimensions of curricula can be increased • Implementation of the elaborated Business Model allowing some financial sustainability • RIFFEAC in its role as network of education institutions under COMIFAC could play an important role 	<ul style="list-style-type: none"> • If removed too quickly from the protective wings of RDB-T&C (e.g. to Ministry of Education) – may lose important financial support and 'brand' • Competition - no longer the only training College in the region (e.g. training institutions are created at national level (DRC) • Recent observed high turn-over of staff makes KCCEM vulnerable to stagnation • Current financial crisis (if persists for longer) causing limited support for conservation programs in general (due to global financial crisis) causing lack of funding / financial support for conservation training and capacity building from NGOs who used traditionally to provide bursaries to students • Financially vulnerable through reliance on donors for capital development • Prolonged status of 'project' under RDB preventing full autonomy for making strategic decisions

The purpose of this document is to create a repository of the methods and tools introduced through the project and to allow readers reviewing the key outputs from the project. It aims to serve as an aide memoire for those involved in NICHE / RWA / 025 and as a repository of the tools and key messages of the input and support activities provided through the consortium partners for new staff. It is organized around the specific objectives of the project document, which were focusing on strengthening the human resource capacity (pedagogical and organizational capacity) and infrastructure.

The next chapter presents a brief introduction of the policy context for KCCEM and for NICHE / RWA / 025. It reviews key policies firstly, followed by a review of the institutional context of KCCEM.

Based on the documentation and reports and assessments provided (Annex 1), the different interventions are reviewed and summarized in chapters three four and five. These chapters present the business model / plan; KCCEM's products and services; and KCCEM's organizational capacity.. For each intervention a summary from the reports is presented including a description of the support activity / input, the objectives, steps and key components, outcomes, and recommendations.

The last chapter presents a way forward, and is drawn from the strategic plan.

2 Policy framework

2.1 Vision 2020

Vision 2020 seeks to transform Rwanda's economy through a rapid increase in growth and a significant reduction in poverty. By 2020 it is expected that the country will reach middle-income status with per capita GDP of US\$ 1240 from US\$ 220 in 2000.

2.2 EDPRS II

As the country's medium-term economic development plan, EDPRS II establishes the framework within which the Government will change the structure of the economy and move towards achieving or surpassing the long-term targets of Vision 2020 and the MDGs. EDPRS II aims to increase the pace of economic growth and further reduce the incidence of poverty, and lay the basis for sustainable growth into the future. The overarching goal of EDPRS II is to accelerate progress to middle income status and better quality of life for all Rwandans through sustained growth of 11.5% and accelerated reduction of poverty to less than 30% of the population.

2.3 Rwanda's National Environment Policy

The main objective of this policy is to ensure the improvement of man's well-being, the judicious utilization of natural resources and the protection and rational management of ecosystems for a sustainable and fair development in order to ensure the meeting of the basic needs of today's population and those of future generations. This policy sets a stage for:

(1) improving the health and the quality of life for every citizen and promote sustainable socioeconomic development through a rational management and utilization of resources and environment; (2) integrating environmental aspects into all the development policies, planning and in all activities carried out at the national, provincial and local level, with the full participation of the population; (3) the conservation, preservation and restoration of ecosystems and the maintaining of ecological and systems functioning, which are life supports, particularly the conservation of national biological diversity; (4) the optimum utilization of resources and for attainment of a sustainable level of consumption of resources; (5) the creation of awareness among the public to understand and appreciate the relationship between environment and development; and (6) ensuring the participation of individuals and the community in the activities for the improvement of environment with special attention to women and the youth.

2.4 The Conservation and Wildlife Management Policy

The goal of this Policy is to provide a framework for conserving, in perpetuity, the country's wildlife, rich diversity of species, habitats and ecosystems for the well-being of the people of Rwanda and the global community. The sustainable management of the wildlife resources depends on sound principles, clear policies and guidance based on those principles, and the quality of decisions that stem from their consistent application. The wildlife conservation goals set out in this policy are closely harmonized with other National Development Goals as set out in Vision 2020 and EDPRS.

2.5 The National Tourism Policy

The overarching vision of Rwanda's Tourism industry is to help diversify Rwanda's economy while creating high-quality opportunities for the private sector, communities and the overall population. The industry seeks to: (1) promote sustainable tourism, in collaboration with all relevant stakeholders; and (2) to conserve the rich biodiversity and values of Protected Areas.

2.6 The position of KCCEM

To achieve those targets enshrined in both the Vision 2020 and EDPRS II, Rwanda needed to invest into the development of human capacities through education and other human capacity development initiatives. In this regards, the Government of Rwanda has established a comprehensive strategic framework for the appropriate governance, function, role, form and shape of the education system in Rwanda. The aim of education is to combat ignorance and illiteracy, and to provide human resources useful for Rwanda's socio-economic development through its education system.

The creation of KCCEM came as a response to such an important need. Policy strategies for capacity building include in tourism and conservation offered at KCCEM consist in:

- Developing comprehensive skills and training programmes, and investing in the training of qualified local personnel at all levels for the industry;
- Establishing adequate training facilities for the conservation field and introducing environmental conservation as a subject to be taught in specified institutions of higher learning, aside from the specialised institution KCCEM;
- Ensuring proper co-ordination and regulatory mechanisms to ensure and maintain the required academic and professional quality;
- Promoting the provision of formal training in environmental conservation and linkages to tourism, which is occupation-specific and practical-oriented; promoting self-employment and the enhanced use of local cuisine, materials and resources;
- Encouraging the inclusion of studies of the country's national heritage, including historical sites, museums, libraries and archives, and the need to preserve nature and the environment in education curricula;
- Creating more employment opportunities and ensuring self-sufficiency with regard to human resources within the environmental conservation field, and encouraging capacity building by using local expertise.

3 Towards a sustainable business model for KCCEM

3.1 Training Needs Assessment (June – August 2011)

What happened?

The training needs assessment (TNA) was conducted to identify opportunities and gaps for an improved business model built on the mandate to provide training and education services in the field of integrated natural resource management and ecotourism for the ARR.

The TNA was conducted for a cross section of conservation organisations, parastatal organisations, government departments, private sector, NGOs and regional organisations in three neighbouring countries of the ARR (Burundi, Rwanda and the DRC).

Why did it happen?

The training needs assessment aimed to:

- (i) Identify the subject areas for new training products and services for current and potential clients of KCCEM, based on their training needs;
- (ii) Recommend the form (structure and methodology) of future product development (type of courses / curricula and modalities);
- (iii) List the priority areas (learning areas) for product development.

How did it happen?

1. Develop a list of current clients and future clients for KCCEM products and services (see annex 2)
2. Develop and administer a questionnaire;
3. Organize interviews: A total number of 57 interviews were conducted within the ARR; 40, 5 and 12 interviews were conducted in Rwanda, Burundi and the DRC respectively;
4. Analyze results and report.

What did we learn / outputs / results?

Training Topics

There appears to be a clear list of priorities for the different areas of work of KCCEM (table 2).

Table 2 Training needs organized by topic

Conservation Management	Environmental Management	Community Enterprise Development
Integrated conservation	climate change / adaptations to effects of climate change	ecotourism
Community conservation	REDD	revenue sharing
Trans-boundary issues	forest carbon assessments	sustainable tourism
Fire management	Ecosystem services (watershed)	primate (chimpanzee, gorillas) habituation
Language Proficiency		

Summer courses for foreigners and nationals

Bilingualism (French and English)

Training Modalities

The report lists which types of course programs should be invested in:

- (i) **Short courses** to fill the immediate training needs;
- (i) **On-site training and backstopping** of clients. This is especially popular with organizations from DRC;
- (ii) There is institutional support for more **modular and accredited programs** by the host institution.

Recommendations for the development of training

General Recommendation: Continue to build on what exists and what is the mandate of KCCEM. Maximize the return, and investment of time and resources, focusing on utilising the existing products. One way is through modularising the diploma in wildlife management, and present the modules as short courses.

Long course programmes: Conservation staff prefers these as a means to furthering their self-development. While providing in a way to advance their careers and make promotion, long course programmes place significant stress on the organizations as it takes staff away from their posts for a few years at a time. One option would be for the long courses to be modularised so that the modules could be presented separately with the added option of being presented on site at a venue in the organisation. This provides maximum flexibility and cost efficiency.

Short courses: Employer organisations including NGOs favour shorter training programmes focusing on vocational skills that are presented on site to staff and also to community members, who will be an important target audience for KCCEM. This is more cost effective and enables more people to attend the programme and gain the skills. Furthermore, the skills are trained on site in the right context.

Delivery Modalities: Developing in-country mobile training teams that could go on site into communities or into protected areas and present short course training, including coaching and mentorship. The advantages to this approach are that it is cost effective and ensures a relevant context to the training. KCCEM needs to take advantage of the business opportunity and develop appropriate short course programmes that will address skills needed in tourist guiding; small enterprise development; environmentally sustainable practice in a community context.

Topics: Climate change is a relatively new focus area, but in the next few years KCCEM should find it easier to stay within a well-established market in wildlife and tourism training. KCCEM could, however, host climate change workshops and consider contracting external experts to develop an ad hoc short seminar on climate change. The real opportunity, and where large amounts of funding are being directed, is in the area of capacity building communities to cope with the impacts of climate change. The market is not as specialised and there is a much bigger market for short course in a variety of climate change mitigation approaches, e.g. water conservation and storage techniques and water-wise multi-layered gardening techniques (permaculture / conservation agriculture).

If we would do it next time, we would...

- Agree on the methods for the assessments, and make sure that there are enough feedback opportunities included. This report is thin in explaining what they assessed and how it was done;
- Request for assessment tools (interview questions, questionnaires) to be included in the report, as this will ensure a proper method is followed;

-
- The training needs assessment was done for KCCEM's clients, and not for the own staff. We have not assessed the training needs of the staff, and the question remains how staff can respond to newly identified training needs;
 - Include an assessment of other service providers to make a stronger case for recommending topics.
 - Focus on the pedagogy used too.

3.2 Market Study

What happened?

The market study happened in combination with the TNA, but focuses on identifying new business opportunities and strengthening existing ones. Attention was given to the potential for partnerships.

Why did it happen?

Identify where to seek mid-term business opportunities for KCCEM to follow up on, including the potential for partnerships.

How did it happen?

The market study happened in combination with the TNA, so steps listed below are the same. There is no distinction in the methodology between the TNA and the market study.

1. Develop a list of current clients and future clients for KCCEM products and services (see annex 2)
2. Develop and administer a questionnaire;
3. Organize interviews: A total number of 57 interviews were conducted within the ARR; 40, 5 and 12 interviews were conducted in Rwanda, Burundi and the DRC respectively;
4. Analyze results and report.

What did we learn / outputs / results?

The market study identified several categories of existing and potential, as well as other sets of relationships which are important to the KCCEM operating environment. A wide range of business opportunities were identified together with potential clients. The market study also highlight several ways forward, including the development of MOU's, providing training services and other capacity building services to organizations and projects alike. The opportunities are captured in a table in annex 3.

The market study determined a number of important factors to be considered for the future KCCEM:

1. KCCEM should actively and continuously **share information and develop a rapport with existing partners**. Through this, partners will keep KCCEM on the radar, become aware of the opportunities that exist, and develop trust that could lead into cooperation and collaboration.
2. A clear opportunity is with the more formal conservation organizations in the region. The more formal conservation organisations need training of staff and KCCEM could provide / host field training / host internships in all 3 the countries in the ARR. A focus on the more **formal conservation organizations** was advised.
3. Another opportunity for collaboration are the **NGO's** with whom collaboration can be developed through the service provision of capacity building services and the development of proposals for development partners.
4. **Private companies and associations** will provide opportunities for **training of members and/or staff**, as there was a need identified to professionalise the hotel, travel and tourism sectors. This is an immediate opportunity with funding available from the private membership of the associations.

-
5. **Universities, Colleges and Polytechnics are both potential partners and competitors.**
KCCCEM would do well to further develop the partnerships with RTC and NUR where it makes sense (e.g. KCCCEM hosting specialist university workshops / continuing to host field visits for students / contracting of trainers for specific projects).
 6. There is a unique opportunity to be a **forerunner in the development of technically and vocationally-focused accredited training (TVET) programmes** under the workforce development authority (WDA). Being a very new organisation with a limited capacity and capability, the WDA should welcome a strategic partnership with KCCCEM which has the expertise to develop new programmes in conservation, environment, hospitality and tourism for use in building the TVET skills base in Rwanda.

If we would do it next time, we would...

- Develop more concrete steps for follow up, and assign clear responsibilities;
- Become more specific in identifying the type of courses and services for each of the organizations;
- Develop a database of contacts for regular follow up which includes focal point, primary interests, and next steps;
- Include donors in the assessments.

3.3 Facilities and services (guesthouse and canteen)

What happened?

A plan called "Greening the College" was developed, which included proposals for the upgrading and construction of key facilities that are environmental friendly, locally acceptable and with locally sourced materials:

- Upgrading and extending the canteen facilities;
- Upgrading and extending the available accommodation facilities for rangers and/or tourists;
- Construction and equipping of a Green Resource Centre;
- Renovation of the classrooms;
- Constructing a new administrative building.

Details of the recommendations can be found in Annex 4.

Why did it happen?

The overall objective of the study is to determine the most appropriate infrastructure expansion in terms of feasibility, design and procurement procedures for KCCCEM that will provide the additional facilities / capacity balanced against environmental impact. The study includes investigating the feasibility for introducing alternative energy to the College, as well as environmentally based waste management. This to allow KCCCEM to operate at a higher standard for providing training and project management services, as well as hospitality services.

How did it happen?

A consultative process with the KCCCEM staff and project team (national and international consultants) was maintained throughout with the success of this approach highlighting concerns around additional functionality and infrastructure required to meet the needs of the College.

To this end the consultant will conduct an in-depth alignment process to the requirements of the KCCCEM management and overlay this with their recommendations with regards to technical specifications. It will be imperative that the feasibility determines the most practical and realistic technical specifications per building based on availability and cost of materials, equipment and semi-skilled / skilled labour.

What did we learn? Outputs? Results?

A more detailed description of the proposed upgrades of KCCEM's infrastructure can be found in Annex 4 for the following buildings:

- Canteen / restaurant;
- Resource centre;
- Accommodation;
- Resource centre;
- Administrative building.

A series of recommendations on technological innovations to address the following infrastructure challenges:

- Internet connectivity;
- Electricity supply;
- Water heating;
- Rainwater recycling;
- Solid waste management;
- Waste water management;
- Waste recycling;
- Management of toxic waste.

In addition recommendations for landscaping were made addressing the following:

- Roadways and footpaths;
- Parking area;
- Trees and gardens.

If we would do it next time, we would?

- Develop a clearer terms of reference and provide in templates to make the recommendations more actionable;
- Organize a full risk assessment, because the standard of building maintenance is poor and a maintenance system and procedures should be instituted;
- Request more detailed recommendations in terms of upgrading, including a book of bills, as right now it seems not very specific and more ad hoc.

3.4 Business Plan

What happened?

The business model guides KCCEM on:

- the potential business opportunities lie in the mid-term (2012 – 2016);
- the changes required in terms of staff structure and staff competences;
- the business management systems;
- the education and training products; the
- the quality management in the education and training environment; and certification;
- a possible financial model for KCCEM.

Why did it happen?

There was an identified need to work towards a more systematic approach to develop KCCEM's business potential. Where management systems exist (e.g. training, administration and finance) these are not approved at Board level or by the Rwanda Development Board (RDB). The College should have a complete integrated management system. In other words it should govern through policies, procedures

and processes the business of the College. This business model would further consolidate the TNA and market study.

How did it happen?

- This business plan was drafted based on the training needs assessment and market study;
- It identified the existing business opportunities within the environment of KCCEM;
- No clear methodology was described, and it was not clear how the consultations happened and where the justification for certain recommendations emerged from.

What did we learn? Outputs? Results?

- **Institutional capacity:** Specific areas for institutional focus include programme accreditation; capacity building of staff; filling key positions; expanding infrastructure and equipment; reviewing systems and procedures;
- **Staff development:** Currently the College has a relatively small training staff of 3 lecturers. KCCEM also makes use of a network of external trainers that assist with presenting modules under the diploma programme. The majority of the trainers/lecturers are drawn from the university and NGO environment, with limited understanding and/or experience of the principles of practical/competency-based training. In addition, the region has gaps in the expertise required for certain modules of the diploma programme, as well as the TVET short course programmes that are envisaged. In general, gender sensitivity is low amongst KCCEM staff. Although there is one female gender specialist in charge of ICT, there are no female lecturers. The current curricula do not include any modules focused on gender issues. Building up gender capacities will allow KCCEM to profile itself as a gender sensitive organisation, attracting female staff and students, hence contributing to an increase of female participation in the conservation sector. KCCEM will need to invest in the development of the skills and capacity of its training staff.
- A full **operations procedures manual** will need to be developed, be approved and be used to govern the operations of KCCEM. Without clear policies and procedures the business model will have a limited chance of success. The business model is also dependent on KCCEM having the requisite qualified staff and infrastructure in place for the model to be fully implemented;
- **Organizational structure and business development:** Developing and implementing an appropriate business and financial model. KCCEM should organize its operations around three business units, providing services and products to internal and external clients and supported by a central support department (Figure 2). Each unit will be headed by a unit manager.

The new business model with its three business units and three support units is visualised in Figure 1.

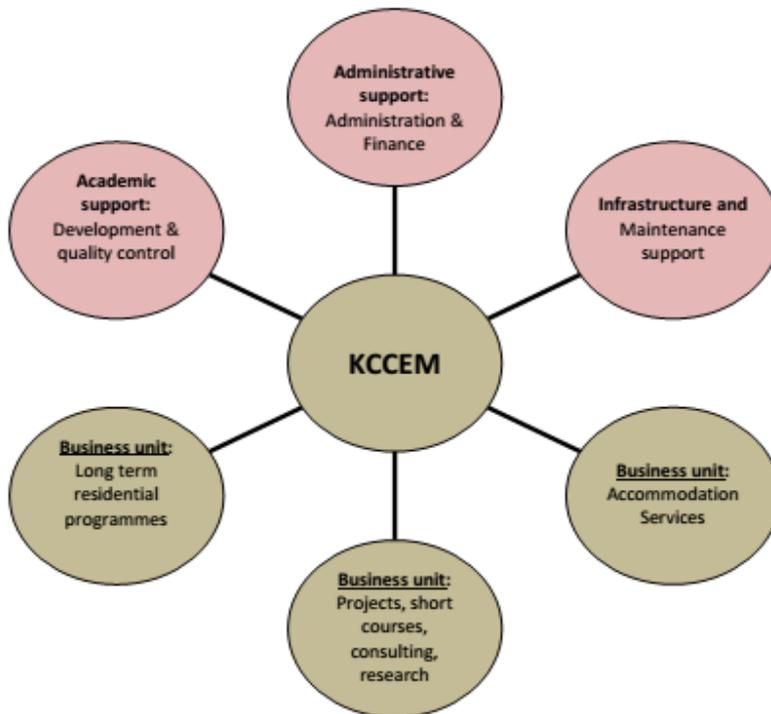


Figure 1: Proposed Organizational Structure

The core of the business model is based on three business units, which are:

Business unit 1 Long and short courses programme: The core unit, fulfilling KCCEM's regional mandate for providing conservation training to the 3 major conservation employers in the ARR. The business unit managing the long course programmes at KCCEM will continue to market long course programmes, and attendees would be full time residential students at KCCEM. The courses incorporate the INRM principles in all its current and future long course programmes where appropriate. These could be expanded based on future very clear requests and demand from clients. The existing diploma programme on wildlife management has to be reviewed to ensure correct alignment to the requirements of mid-level protected area managers/wardens, i.e. to develop a set of practical wildlife management skills. In other words the programme should develop a set of competencies that are inherent in the programme. Then KCCEM will have adopted a competency-based approach to the training. The truth is that competency-based training is not the cheapest approach to training, i.e. in order to develop competence in any field in conservation and environment, time and resources need to be invested in developing the practical skills that underpin the theory. This takes longer, but results in a much more effective person in the workplace. This, as already mentioned, was a key point made with respect to. all 3 the conservation agencies in the DRC, Burundi and Rwanda. This supports and emphasizes the need for a competency-based approach for all programmes presented by KCCEM.

Based on the modules of the long courses, short courses programmes can be presented at KCCEM or onsite in a national park/game reserve. The first advantage of this approach is that KCCEM can develop a strategically chosen range of training products in a relatively short space of time that are relevant and marketable in the ARR. The second advantage is the national parks service staff from the target countries can attend the modules from an accredited programme as required and over time and build up credits towards a certificate and / or diploma programme which will be achieved once all the modules have been completed. The third advantage is that larger numbers of national parks staff can be accessed as the training can be taken to them, reducing the strain on national parks which

characteristically are already experiencing staff constraints, when staff leaves their national park / reserve to attend a full time programme at KCCEM. In effect KCCEM can train more people at a time in any calendar year using this approach. The fourth advantage is that the competency-based approach will ensure that these mid-level managers have a set of practical skills that can be employed to the benefit of the national parks/reserves they are working in. In addition to the modules of INRM, wildlife and park management, possible short course programs with an eco-tourism focus include:

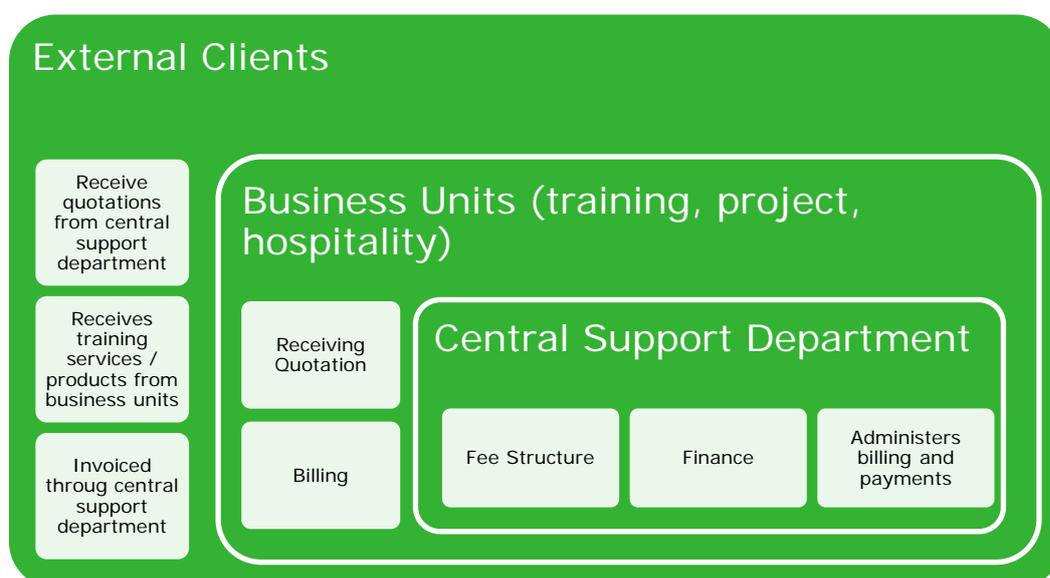
1. Customer service and customer focus – a generic programme applicable to tourism and hospitality. This programme will be readily used by private sector, NGOs and government.
2. Tourist guiding – nature and culture, and the nature guide programme to focus on birding. Avitourism is a market that is being developed in Rwanda with the programme being sellable to NGOs, RDB and the private sector associations and operators.
3. Guest house/Bed & Breakfast operations – this programme might have been developed through WDA, but KCCEM would still need to develop their own materials and programme strategy for accreditation through WDA. A market exists to use the programme to upgrade existing private sector establishments and in new community owned accommodation establishments.
4. Cooperatives/Community enterprise programme – NGOs and governments are increasing their focus on supporting communities to develop alternative livelihoods as part of a climate change mitigation support strategy. The community cooperatives/enterprise development programme will be applicable and find a market here.

Business unit 2 Project: A second ‘arm’ which is project/contract focused. The projects department should with time generate the majority of the income for KCCEM. The primary role of the unit would be to ‘sell’ short course programmes adapted from the long course modules, market customised short courses to conservation organisations, donor-funded projects and community development initiatives. The business unit will actively market the services of KCCEM through a variety of mechanisms, e.g. an interactive website on its services; developing direct client relationships; and where appropriate, positioning itself as THE training partner in national and regionally funded projects. In addition, it will market consulting services where a need is identified.

Business unit 3 Accommodation Facilities: The provision of guest house/accommodation facilities for visiting students and professional staff. The accommodation at KCCEM should generate additional income. The model would require that KCCEM actively approach and sign agreements with other institutions and NGOs whereby they agree rates on an annual basis for using the accommodation.

Figure 2 presents the **procedures** and different roles and responsibilities for the central support department and the business units .

Figure 2: Operationalisation of the Business Model



Accreditation for KCCEM training programmes is a priority. The current and future business opportunities for the College will require a 'dual' accreditation, i.e. accreditation at the higher education level with the HEC for the existing diploma programmes and accreditation with the WDA which would cover the scope of technical and vocational (TVET) programmes that the College needs to address market needs.

Communication and marketing strategy. The College should improve its visibility nationally & regionally through a well designed and implemented communication and marketing strategy. Such a strategy will guide the College in implementing a coherent, focused set of activities each year to ensure that relationships with clients are maintained (could include the annual updating the client's needs); communicating developments and student achievements at the College (including new products); and obtaining commitments to use KCCEM training products. Especially with regard to recruitment of female students, marketing needs to be targeted to women. A pro-active marketing and communication approach, including "engendering" of all communication materials (i.e. through visually attractive brochures/website including pictures of female students and testimonials), will motivate female students to subscribe. In addition, KCCEM should develop strategies to position it to attract funding for bursaries, for new projects, as co-implementer of projects with its partners (NGOs, etc.). A special marketing instrument is the creation of an alumni network. Since its alumni are KCCEM's most important ambassadors, KCCEM has to find a way to maintain contact with alumni, to be strategically deployed in its activities. A simple virtual interactive platform aligned with the website, with regular updates and news flashes, can be designed and maintained by KCCEM's ICT specialist, assisted by its project partners.

If we would do it next time, we would?

- Give more specific recommendations on the business and financial model, and clarify the theoretical basis for the business and financial model. This will help further orientation;
- Substantiate proposals with more evidence in terms of number of participants, costs involved, and actionable recommendations, linked to the strategic plan and statutes of the institution;
- Include the financial prospectus and costing.

4 Products and services

4.1 Competence Based Training

What happened?

A training to enable lecturers of KCCEM to develop competence based training courses was organized. The competency-based approach is a research-supported approach based on the primary goal of defining the critical behaviours needed for effective and superior individual and organizational performance. Simply defined, a competency is a set of related behaviours that (1) impact job performance; (2) can be measured against established standards; and (3) can be improved through training and development. Competency-based training is customizable, targets skill gaps, is performance based and requires learners to take responsibility for their own learning.

Why did it happen?

The training on developing competence based training was designed to strengthen capacity of the academic staff to offer competence-based education to wildlife managers in the ARR.

The training workshop was intended to look at ways to cover the shortfall in materials and assessment tools and to design a simple method that could be used to ensure that where these were found, they could be remedied.

Specifically, the learning objectives and outcomes were set as follows:

- Teachers/trainers to gain an insight on the procedure followed during the design and development of competency-based training packages;
- The teachers gain skills on how to design and develop instructor's training manuals and student learning manuals;
- The teachers gain skills on how to design supporting materials, including students' workbooks, assessment and moderation tools, instructor's and student's manuals;
- The teachers develop and design a competence based learning program for a Diploma in Tourism course;
- The teachers develop and design the assessment tools and moderation tools for selected modules from KCCEM Diploma in Wildlife Management.

How did it happen?

During the workshop, a single module (community conservation and development) was chosen to work on as a case study. The process outlined below was modelled on this, but it can be applied to all other modules/functions. One of the desired outcomes of the training workshop sessions was to devise a method for distilling the important knowledge, skills, attitudes and values that are needed by conservation practitioners in the ARR. This was achieved by the development of a "process" employing sequential steps to arrive at the above outcomes.

- Step 1: Identify management functions and areas of concern for managers

For a certain area, identify the management functions.

Every protected area on earth has similar challenges and therefore has similar functions, activities and roles that its managers need to conduct. During the workshop, these management functions and areas of concern were identified (figure 3). Using each of these management functions as the point from which to build, they ultimately become the modules of the Diploma.

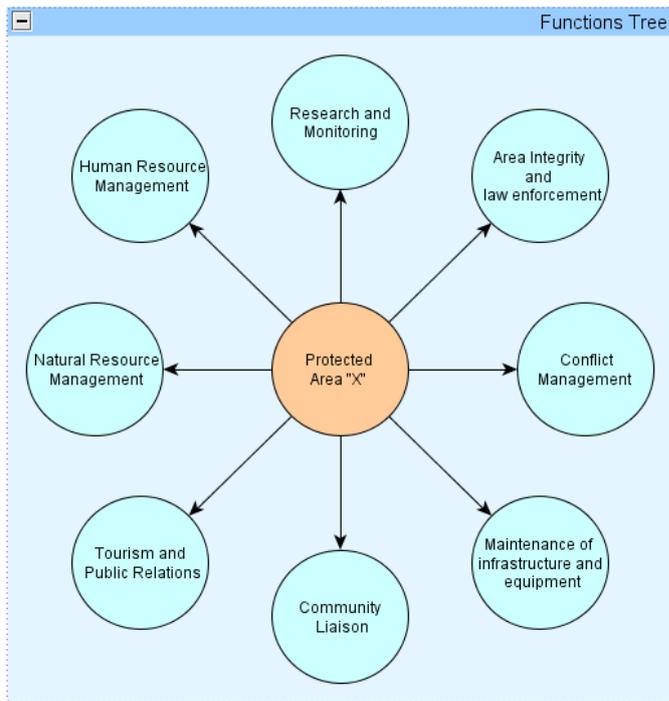


Figure 3: Generic management functions and activities in protected areas

- Step 2: Management activities

For each management function, determine the activities required in the protected area to achieve this function (figure 4).



Figure 4: Activities tree for a specific management function

Table 3 gives an overview of the different management activities identified for various management activities.

Table 3 Example of functions and activities rubric actually developed during the ToT sessions

Function	Activities
Natural Resource Management / Habitat Management	Patrols, identification of species, development of species inventory, fire management, waste management, EIA, determination of carrying capacity, invasive species control, water resource management
Human Resource Management	Team leading, planning, logistic support, budget and financing, administration, appraisals, communication, report writing
Research and monitoring	Data collection and application of research methodologies, analyse data, dissemination of information, conducting surveys, behavioural research
Tourism and eco-guiding	Identification of special species, communication, interpretation of nature and culture and natural history, customer care, tracking, conducting habituation
Community liaison	Environmental education, benefit sharing procedures, micro project development, facilitation of community meetings and workshops, implementation of compensation schemes, evaluation of damages, implementing conflict mitigation strategies, governance monitoring
Conflict management	Mediation of conflict, facilitation of negotiation meeting, conflict analysis, evaluation of damages,
Anti-poaching	Intelligence gathering, patrol planning and conducting, communication
Law enforcement	Identification of illegal activities, arrest procedure, court procedure, handling weapons, intelligence gathering, interpretation of laws and policies
Maintenance of park infrastructure and equipment	Equipment inventory, equipment maintenance and repair, repairing field infrastructure

- Step 3: Allocate activities to competency categories

For every activity, identify what knowledge skills and attitudes are needed.

Every identified activity should be viewed with regard to how it fits into the academic, practical and attitudinal categories that cover all educational learning outcomes. This process will help clarify what training activities should take place, what materials should be developed to train it, and ultimately how a student will be assessed as having achieved the outcomes for that section (figure 5).

FUNCTIONS AND ACTIVITIES		COMPETENCIES		
FUNCTIONS	ACTIVITIES	KNOWLEDGE	PRACTICAL SKILLS	VALUES AND ATTITUDE
Community Conservation	Conducting environmental education programme	History of Community Conservation and Development, Environmental science, policies, ethics, environmental issues, norms	Communication, writing and report writing, computer skills, development of EE materials, facilitation and presentation skills, listening skills	Conservation Ethics, sensitivity towards environment and nature, being receptive and open to other opinions and views
	Benefit sharing procedures	History of Community Conservation and Development, Environmental science, policies, ethics, environmental issues, norms	Analysis of options and motivations (e.g. Feasibility of trade of resource), computer skills, communication, apply methodologies e.g. Governance monitoring tool,	Honesty, integrity,
	Micro Project development	Project development and management, situational analysis, entrepreneurial and	Community based budgeting skills, stakeholder analytical skills, project planning facilitation skills	Business attitude, rigorous and organised, methodic, committed

Figure 5: Example of table allocating activities to competency categories

- Step 4: Develop training manuals

Based on the knowledge skills and attitudes develop practical and applied training materials.

Once curriculum outlines are properly established, the subject matter is then “streamed” into practical and theoretical aspects, which facilitates a clearer understanding of the assessment requirements to come. This makes it much easier for subject matter experts to plan and write excellent training materials.

- Step 5: Develop an overall assessment plan covering every outcome

This crucial step ensures that all learners will exit training programs having been appropriately assessed on all areas of knowledge, skills and attitudinal values covered on the course (figure 6).

Assessment 5 Description Role play based on a human-wildlife conflict scenario Resources Required by Learners: Date: Place: Classroom	Role play (group work)	Checklist	Human - Wildlife Conflict Management	Outcomes 28
Assessment 6 Description Conduct PRA methods in Situational Analysis	Observation of workshop and facilitation of PRA methods (or simulation in classroom if workshop)	Checklist	PRA methods and Facilitation,	Outcomes 9, 16, 15, 17, 18, 20, 21, 22, 24, 21, 26, 34

Figure 6: Example of an assessment plan developed during the training sessions

- Step 6: Identify gaps, overlaps and shortfalls

This important step is only possible once all the previous steps have been done. Once the assessment rubric is complete, ensure that every management activity identified has been covered in both the learning materials and the assessment process. If not properly covered, revert to step 5 and adjust the assessment plans or go back to step 4 and adjust the training manuals as required.

- Step 7: Compile training packages for each module

For the sake of efficiency ensure that the process has been followed several times before going to the effort and expense of printing final materials. It will inevitably be found that there are some mistakes and omissions, so the more it is reviewed beforehand, the better.

After final rollout, do not stop the process of evaluation. These are “living” documents and the process is never complete. Encourage as much feedback from trainers as possible. Evaluate student performance during the training process but more importantly, evaluate them when actually back on the job in their protected areas. Elicit their feedback regarding where they would have liked more training and information. Figure 7 gives a detailed overview of the overall process.

What were the results / outputs / recommendations?

1. Apply this to all functions expected of a conservator and assess this independently of all other functions. In this way one is not liable to leave out anything that is assumed to be covered by another function. The process has a mechanism in place to identify overlap (and gaps and weaknesses) and to address these before the final training packages are compiled;
2. KCCEM academic staff feels that best practices should be identified with stakeholders in the region and these should be incorporated in the curriculum during its annual reviews;
3. The academic staff of KCCEM requires Governance monitoring training as one of the best practices to enhance CBNRM in the AR region;

-
4. Exchange of academic staff (and students where possible) between KCCEM, SAWC, EdF and CAWM, MWEKA would enhance lecturers' and students' understanding of the CBL model and integrated natural resource management in the region;
 5. In addition to training and assessment tools, external trainers of KCCEM need to be trained in pedagogy methods to enhance the teaching-learning process, especially for the mature students usually admitted at KCCEM.

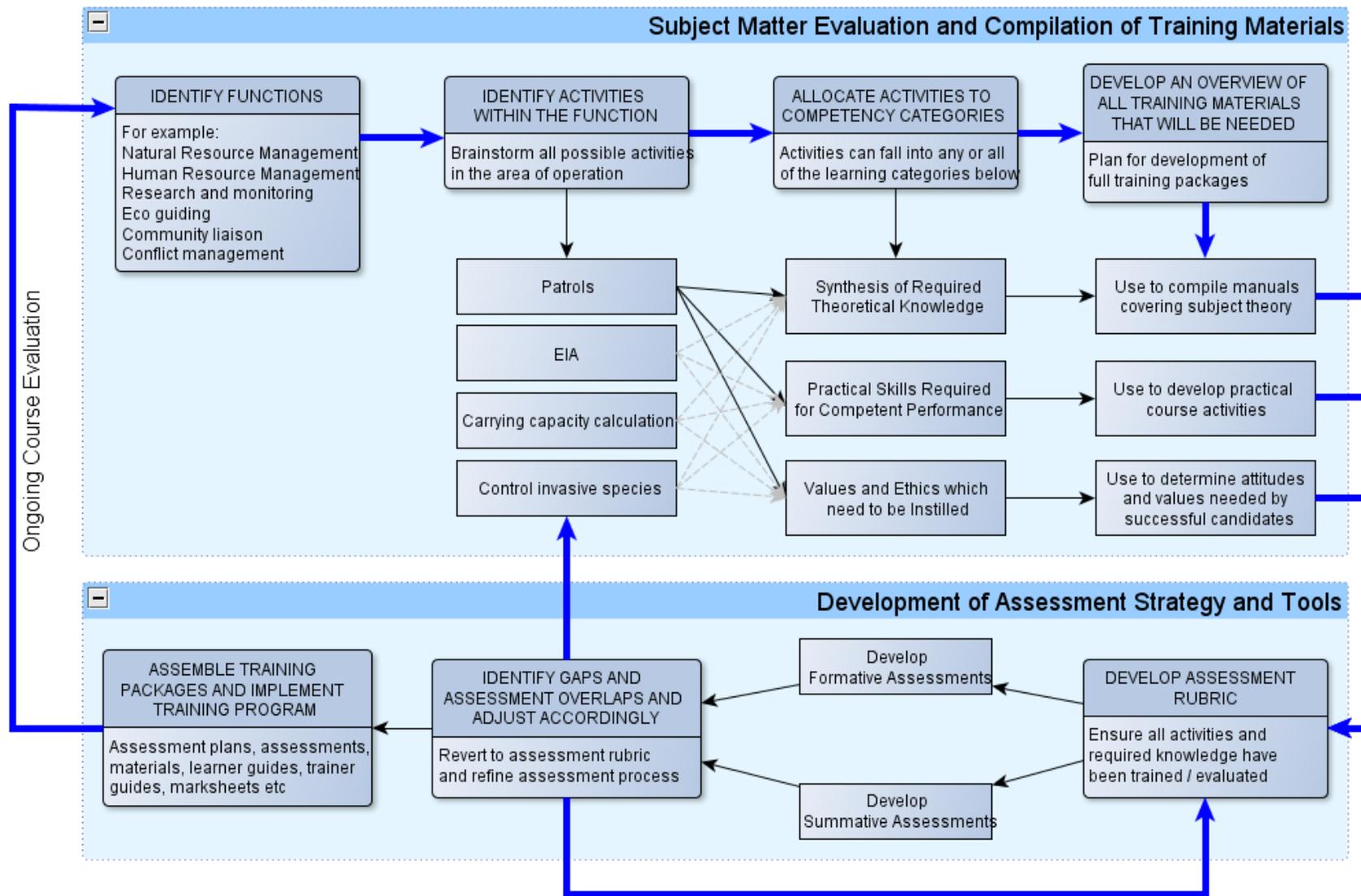


Figure 7: Detail flow diagram of development process

4.2 Didactical Skills

What happened?

An important component within the project and for the strengthening of KCCEM's service delivery capacity was the design and delivery of short courses. A five day workshop aimed at strengthening didactical skills in short course delivery, and builds on the module for developing competence based training. This can be considered as a follow up from the design workshop, with a focus on the delivery.

Why did it happen?

The workshop aimed to strengthen the capacity of staff in didactics in short course curriculum development; to strengthen facilitation skills of staff; and to ensure that the adopted learning approach and didactics are in line with the KCCEM short course business model (to design and deliver courses cost effectively). Specific capacity development objectives were formulated on the participant level. By the end of the course they would:

1. Know how to develop a coherent demand-driven course-programme outline and detailed session plans with emphasis on the required didactics;
2. Have improved their facilitation skills;
3. Have a good understanding of and have practiced with various learner-centred training tools and methods;
4. Are able to plan and use effective M&E tools to measure result of course programmes, and give feedback to the organisation.

How did it happen?

The five day program was based on a framework that put the learners at the centre of their learning (Figure 8).

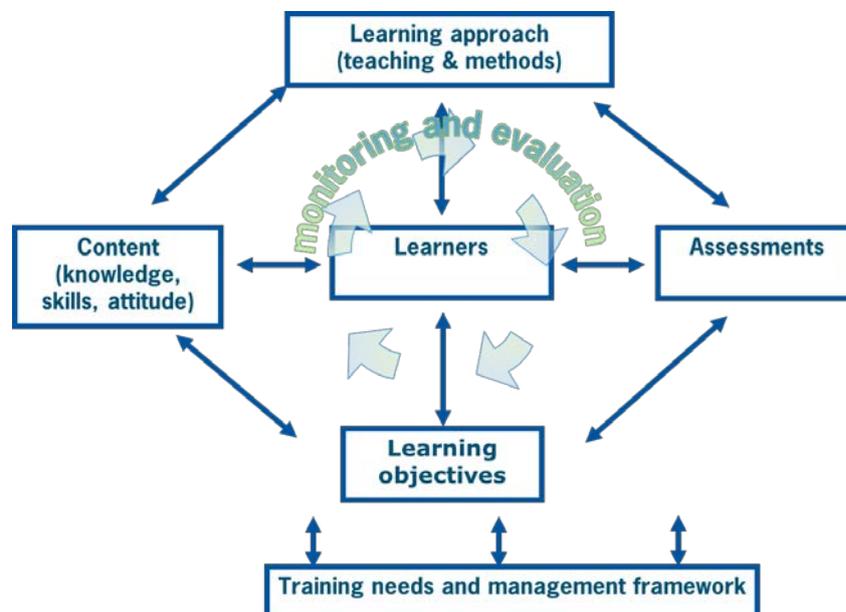


Figure 8: *Integrated Approach to Designing College Courses (Fink)*

The five day program was designed using a modular approach culminated in a practice module that gave the participants the opportunity to practice their newly acquired skills and knowledge on short course delivery by presenting a micro-teaching session. In the table below the flow of modules and sessions is presented (table 4):

Table 4 Overview of modules and sessions for the strengthening didactical skills workshop

Sessions
<ul style="list-style-type: none">Module 1: Introduction, learning approach and curriculum development
Session 1.1 Opening and introduction
Session 1.2 Learning approaches*
Session 1.3 Curriculum development*
Session 1.4: Training needs assessment
<ul style="list-style-type: none">Module 2: Learning objectives, learning styles and evaluation methods
Session 2.1 Learning objectives*
Session 2.2 Learning styles*
Session 2.3 Evaluation steps and tools*
<ul style="list-style-type: none">Module 3: Session planning and facilitation skills
Session 3.1 Session plan design*
Session 3.2 Facilitation skills and feedback*
<ul style="list-style-type: none">Module 4: Micro Teaching
Session 4.1 Preparing for micro teaching and reflection*
Session 4.2 Micro teaching
<ul style="list-style-type: none">Module 5: Reflection and evaluation
Session 5.1 Reflection on micro teaching
Session 5.2 Recap of the week
Session 5.3 Evaluation

What were the results / outputs / recommendations?

A **curriculum** is defined as a capacity development initiative on how to get learners from A to B and to define what B looks like. Developing a curriculum involves knowing your target group and needs, develop learning objectives at course and session levels, define the set of competencies to be learned, design assessment methods that fit with the set learning objectives, develop learning approaches and methods to support the learning objectives, and define the management framework for the initiative (short course/workshop/seminar etc.).

4.2.1 Guiding principles for design and delivery of short courses

1. In short course delivery a more **learner-centred approach** is desired not only because active participation enhances the learning due to higher retention rates (Figure 9), short courses also aim to build around competency based learning in which knowledge, skills and attitudes are at the centre. Skills and attitude development require a learner-centred approach. The practical implication of learner-centred education is that the responsibility of learning shifts from the teacher to the learner, which means a pro-active attitude of the participant and acknowledgement and stimulation by the trainer. Training methods that are used in learner-centred learning include: interactive lectures, buzz groups, brainstorming and collecting ideas, group work, demonstrations, field visits or study tours, role plays, case groups and study assignments, and using nodes or visual aids.

How much we remember after two weeks...

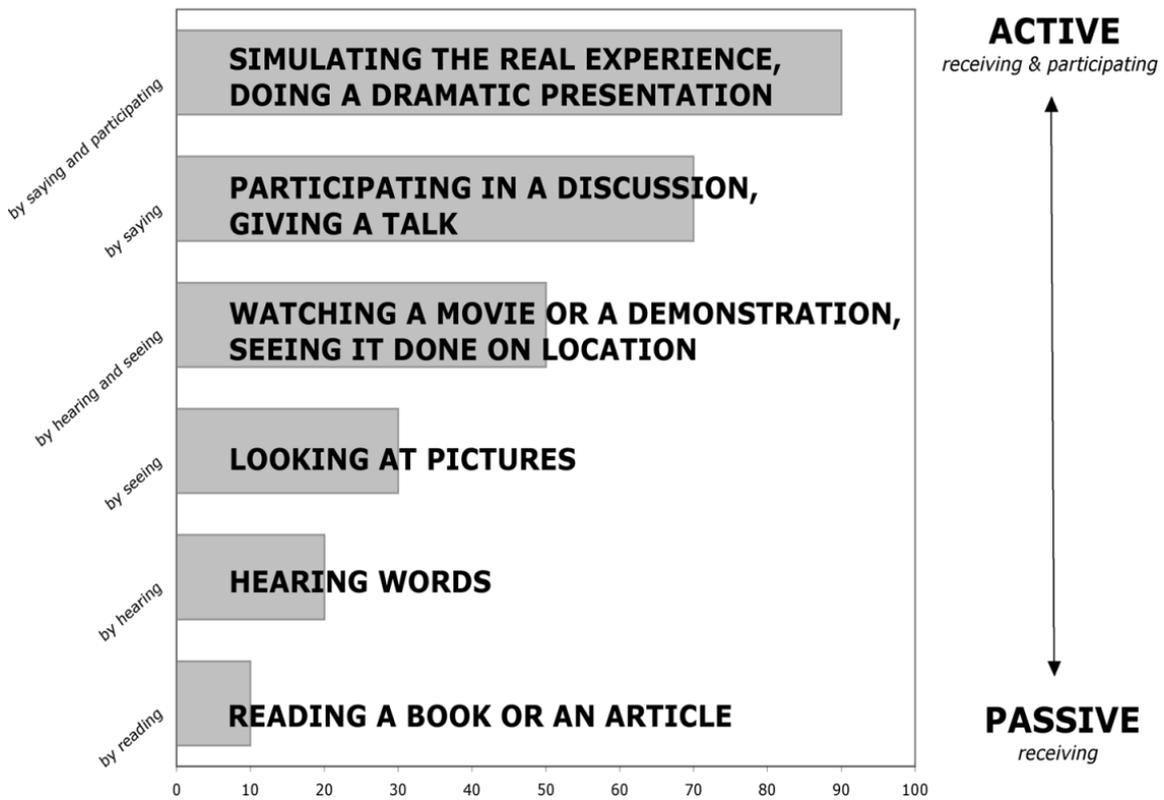


Figure 9: Retention capacity linked to learning activities

- The **experiential learning** cycle especially enhances learning in short courses as participants have working experience and similar working backgrounds. For each phase certain didactical learning methods can be applied as is shown in the figure below (figure 10).

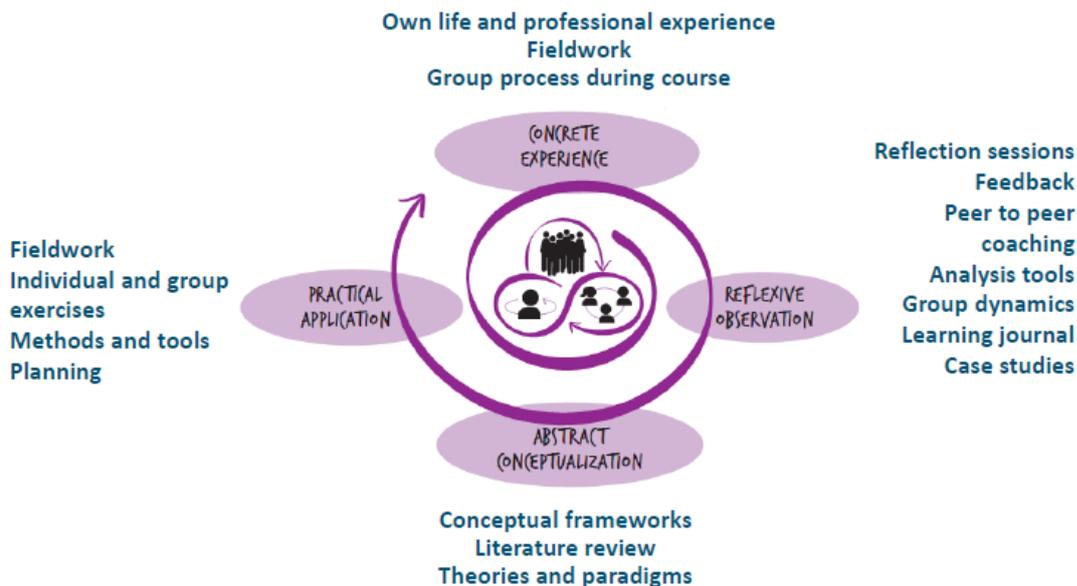


Figure 10: Experiential learning cycle with types of learning activities

- Similar to the learning principle of experiential learning, the **principle of adult learning** is based on the importance building on past experiences of participants. Adults learn mostly from peers if they consider an issue or topic relevant to their lives. They have developed self-knowledge and

need self-motivation to change. Adults are not empty vessels, and when participating in a short course they want to receive and share as the figure below illustrates (figure 11):

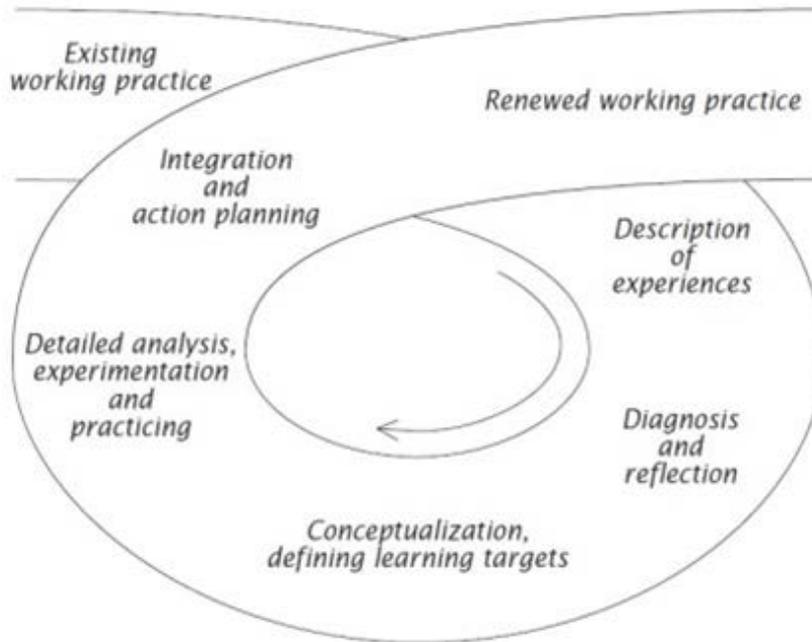


Figure 11: Adult Learning Principles applied to the learning process linked to short course design

4. Within short courses the learning principle of **competence based learning** is central. The learning outcomes of the short course should be based on the competencies participants need in their working environment. This means that learning activities do not only need to be centred around the transfer of knowledge, but that they also need to address the development of skills and attitudes that are needed to be competent in your job. Learning is further enhanced when learners feel the need to learn for example by making them aware they are consciously competent. For this to happen they need to move from unconsciously incompetent to consciously incompetent as the figure 12 below illustrates.

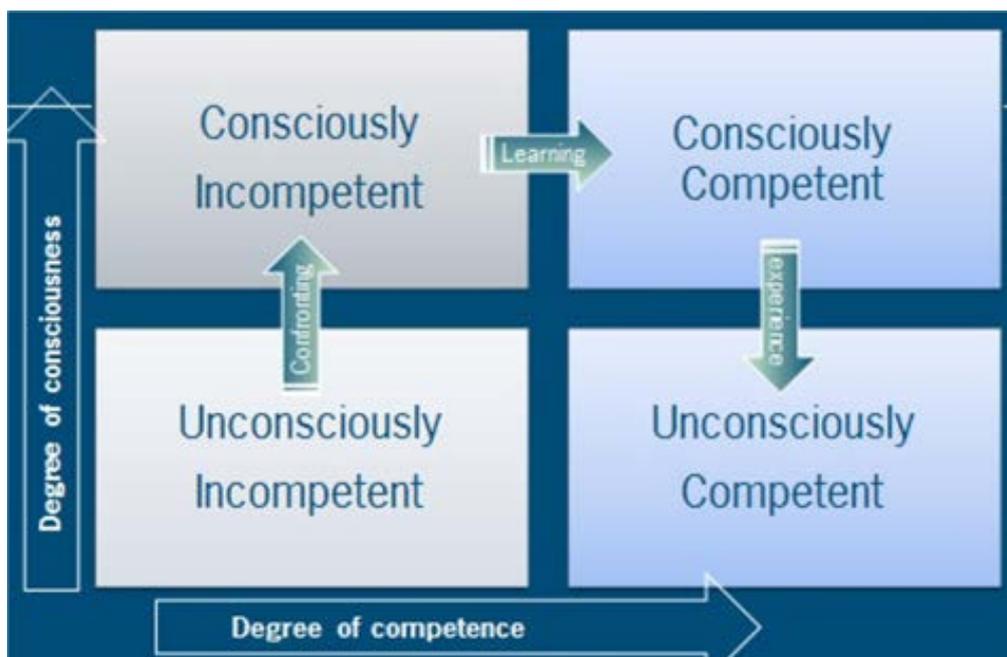


Figure 12: The competency/consciousness quadrant

5. For learning to take place in an optimal way, a safe learning environment is needed. A **safe learning environment** involves (among other things) being open to new ways of learning and critical reflection, creating room for positive feedback, participation, and listening, and behave culturally in an appropriate and respectful way. Barriers to a safe learning environment are for example the difficulty of unlearning old habits, (organisational) defensive patterns, structural information disorders or power differences.

During a short course a safe learning can be created by:

- 1) Motivating participants to engage in learning at all levels: personal, intrapersonal, interpersonal - individual, team, project, program, organisation, society;
- 2) Making full use of the learning cycle;
- 3) Catering for different learning preferences – diversity of methods;
- 4) Making a habit of critical reflection;
- 5) Noting and addressing barriers to learning; and
- 6) Analyzing the organisation's learning culture.

4.2.2 Training needs identification for short course development

Before developing a curriculum one first needs to have answers on questions like: What is the vision and mandate of the organisation (in this case KCCEM)? What is the strategic plan and business model? And what will be the short course training approach? This is based on an assessment of the training needs for the target group for a specific topic (table 5). This activity can be linked to the training needs assessment section.

Table 5 Training Needs Assessment

Target group	Role/Task	Problems faced	Training needs
Local government (technical staff and decision makers)			
NGOs			
CBOs			

4.2.3 Setting of learning objectives for short courses

The **importance of learning objectives** is captured in the phrase: "If you do not know where you want to go, you end up anywhere"; building upon learning objectives makes implementation more relevant and focused (likely more effective). Their formulation facilitates planning of the training activity and they form a sound basis for course or session evaluation. The figure below shows this triangle (figure 13).

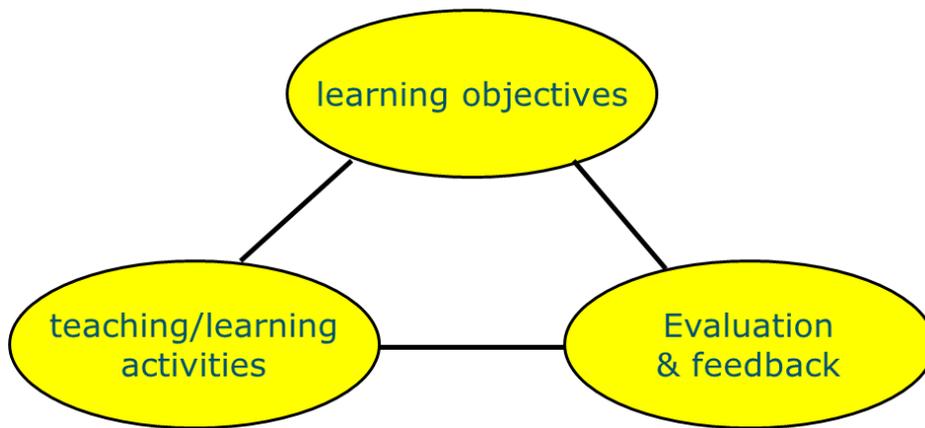


Figure 13: Learning objectives steer learning activities and evaluation

Bloom distinguishes three **domains of learning**: the cognitive domain (also called cognitive skills), the affective domain (attitudes, values and beliefs), and the psycho-motor domain (physical skills involving co-ordination of the brain and muscular activity). For the cognitive domain Bloom developed a taxonomy of **different cognitive levels** which is displayed in the figure below (figure 14).

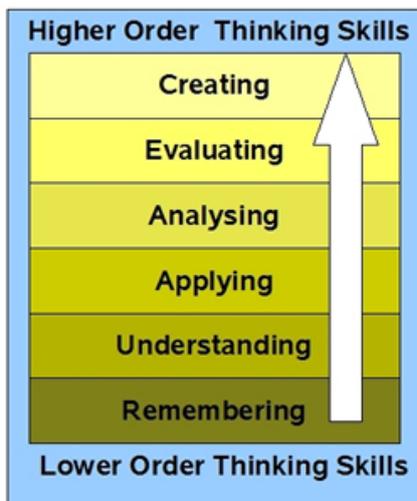


Figure 14: Bloom's taxonomy

The levels include:

- **Remembering**: retrieve relevant knowledge from long-term memory;
- **Understanding** : construct meaning from instructional messages and graphic communication;
- **Applying**: carry out or use a procedure in a given situation;
- **Analysing**: break material into its consistent parts and determine how the parts relate to another and to an overall structure;
- **Evaluating**: make judgements based on criteria and standards;
- **Creating**: put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.

Learning objectives are formulated by **using an active, unambiguous verb** that indicates what a student is expected to do at the end of the process of learning. The words used should indicate the knowledge on what or what the learner is acting. Examples of active nouns are found in the table below (table 6):

Table 6 Active verbs used to word learning objectives

Sample List of Action Verbs by Categories of Learning Outcomes

<i>Knowledge Acquisition and Utilization</i>	<i>Skill Building</i>	<i>Attitude Change</i>
To identify	To demonstrate	To challenge
To list	To produce	To defend
To compare and contrast	To calculate	To judge
To describe	To adjust	To question
To state	To install	To accept
To differentiate	To assemble	To adopt
To prepare	To operate	To advocate
To recall	To detect	To bargain
To classify	To locate	To cooperate
To categorize	To isolate	To endorse
To chart	To arrange	To justify
To rank	To build	To persuade
To distinguish	To conduct	To resolve
To explain	To detect	To select
To outline	To execute	To dispute
To analyze	To fix	
To evaluate	To lay out	
To formulate	To perform	
To investigate	To sort	
To modify		
To report		

Suspect verbs: to know
to understand
to be aware of

4.2.4 Respecting different learning styles for short courses

Ellis (1985) describes a learning style as the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information. In order to facilitate learning you need to be aware of different learning styles, because participants learn better and more quickly if the teaching/learning methods used match their preferred learning styles. Additionally, as learning improves, so too does self-esteem. This has a further positive effect on learning.

Kolb distinguishes four different learning styles which correspond to his learning cycle described earlier (figure 15). The four learning styles are:

- Learning from concrete experiences: **Activist**: 'I'll try anything once';
- Learning from reflective observation: **Reflector**: 'I need time to think about it';
- Learning from abstract conceptualisation: **Theorist**: 'If it's logical it's good';
- Learning from active experimentation: **Pragmatist**: 'If it works, it's good'.

Table 7 gives an overview of the key characteristics of the different learning styles.

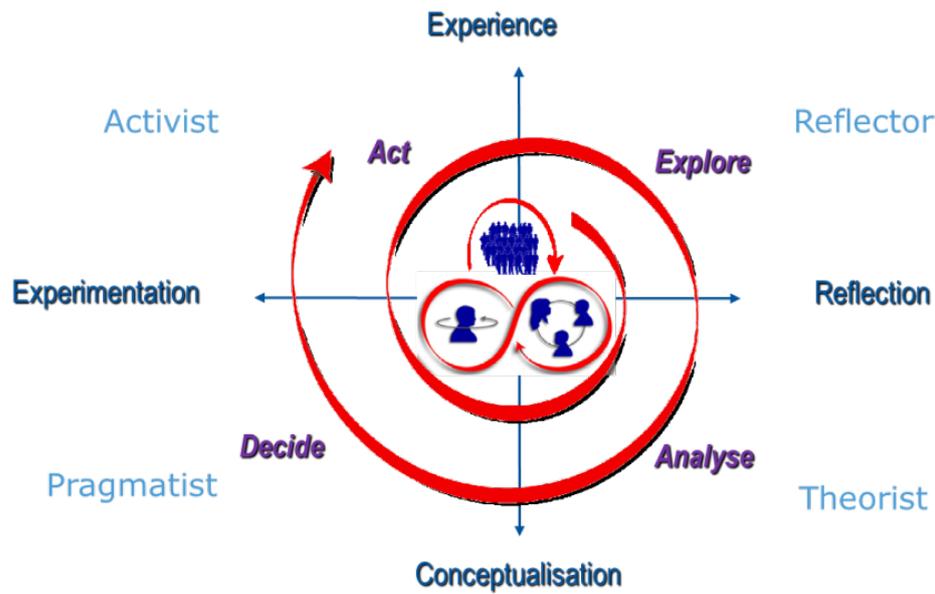


Figure 15: *Experiential Learning Linked to Learning Styles*

Table 7 Comparing different learning styles

Activist(doing and feeling)	Reflector(feeling and watching)
<ul style="list-style-type: none"> hands-on learning style relies on intuition rather than logic use other people's analysis rather than their own prefer to take a practical, experiential approach attracted to new challenges and experiences act on 'gut' instinct rather than logical analysis tend to rely on others for information prevalent and useful in roles requiring action and initiative prefers to work in teams to complete tasks sets targets and works actively in the field trying different ways to achieve an objective 	<ul style="list-style-type: none"> able to look at things from different perspectives sensitive, prefer to watch rather than do tend to gather information and use imagination to solve problems best at viewing concrete situations perform better in situations that require ideas-generation, for example, brainstorming have broad cultural interests and like to gather information interested in people, imaginative and emotional tend to be strong in the arts prefer to work in groups, to listen with an open mind and to receive personal feedback

Pragmatist (doing and thinking)	Theorist (watching and thinking)
<ul style="list-style-type: none"> • can solve problems and will use their learning to find solutions to practical issues • prefer technical tasks, less concerned with people • best at finding practical uses for ideas and theories • can solve problems and make decisions by finding solutions to questions and problems • more attracted to technical tasks and problems than social or interpersonal issues • enables specialist and technology abilities • like to experiment with new ideas, to simulate, and to work with practical applications 	<ul style="list-style-type: none"> • learning preference is for a concise, logical approach • ideas and concepts are more important than people • good at clear explanation rather than practical opportunity • excel at understanding wide-ranging information and organising it a clear logical format • more attracted to logically sound theories than approaches based on practical value • important for effectiveness in information and science careers • prefer readings, lectures, exploring analytical models, and having time to think things through

4.2.5 Evaluation in short course programs

There are different things you can evaluate:

- 1) **Process & logistics:** Observation and feelings about the learning process, content, training methods, organisation, facilitation;
- 2) **Learning outcomes:** Newly acquired knowledge, skills, attitudes. Assessing participants competence to perform at the end of training according to the objectives;
- 3) **Impacts:** The effects of the improved performance at field level. E.g. improved technologies used, more sustainability, less risks etc.

Evaluation can be done in a qualitative or quantitative manner.

The moment you will evaluate or ask feedback needs to be well thought of. This can be done before a training to match objectives with needs of participants. This is often done by the training coordinator and a tool that can be used is a pre-course assignment or personal assessment.

During a training an evaluation can be conducted with different objectives:

- To create and maintain a good learning climate;
- To improve the learning process (feedback);
- To involve participants in steering of the course; and
- To get feedback on training material, learning methods, trainers content etc.

Participants and trainers can both evaluate. And different tools can be used, for example an energy meter, a mood meter (smiley's), an evaluation wheel, an open discussion / questions on flipchart, or group representatives.

Evaluation can also happen a while after the training or course. This is mainly done to:

- To determine requirements for additional follow-up and institutional support;
- To evaluate impacts on performance on job;
- To determine cost-effectiveness;
- To give individual follow-up; and
- To determine requirements for additional follow-up and institutional support.

Tools to conduct evaluation at the end of the course include a qualitative assessment / interview, qualitative research, a mailing group / email to group of participants, or even a refresher training.

When working with adults, and in a professional development context where courses / training are targeting specific professional skills, it is important to be able to know what contributions your training made to reaching the development objective. This is important to both the client and the course service provider. An interesting framework that can be used for this is the framework from Kirkpatrick. This integrates different stages and moments of evaluation, translated in different questions, and requiring different tools (figure 16):

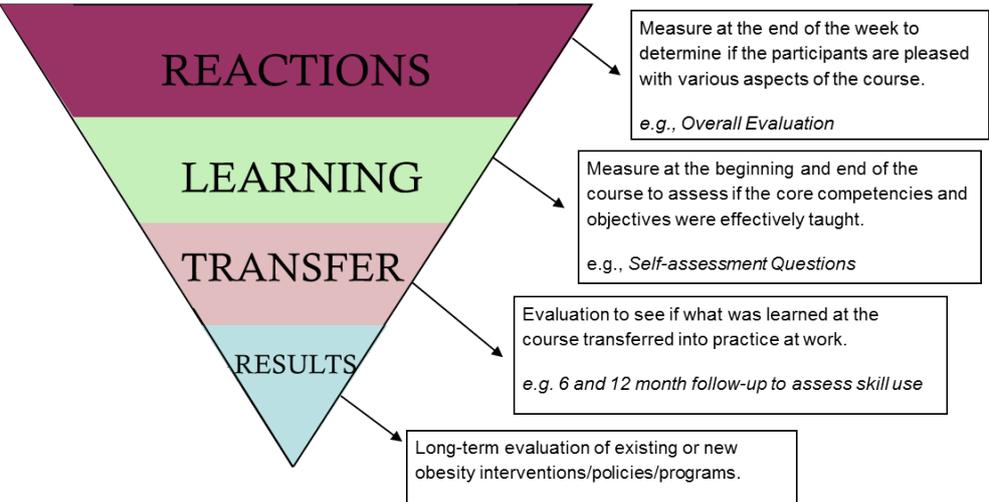


Figure 16: Kirkpatrick's model for evaluation

4.2.6 Session plans

A template for the preparation of session plans was presented (table 8).

Table 8 Session plan template

Session Plan (Title):			
Duration: 1 hour		Facilitator(s):	
Objectives: After completion of this session, the participants will be able to:			
1.			
2.			
3.			
4.			
Timing	Content	Method / steps used/ who facilitates	Materials/Media needed
LEARNING ACTIVITY 1			
LEARNING ACTIVITY 2			
Evaluation			

4.2.7 Peer coaching / mentoring

A tool was introduced to provide feedback to the facilitator / trainer.

Facilitators Activity	Effective training / facilitating Behaviours
Introduction	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives are clearly stated <input type="checkbox"/> Existing knowledge is activated <input type="checkbox"/> Relevance is illustrated <input type="checkbox"/> A clear structure is used
	<p>Tip:</p> <p>Top:</p>
Maintains interest	<ul style="list-style-type: none"> <input type="checkbox"/> Displays enthusiasm, own interest <input type="checkbox"/> Gives interesting/apt examples <input type="checkbox"/> Personalizes instruction <input type="checkbox"/> Varies activities <input type="checkbox"/> Open and involved
	<p>Tip:</p> <p>Top:</p>
Questions and responds Effectively	<ul style="list-style-type: none"> <input type="checkbox"/> Asks questions clearly, concisely <input type="checkbox"/> Distributes questions effectively <input type="checkbox"/> Uses questions to explore, clarify <input type="checkbox"/> Re-phrases, reinforces answers <input type="checkbox"/> Encourages answers, elaboration
	<p>Tip:</p> <p>Top:</p>

Other remarks:

Facilitator's Activity	Effective Lecturing Behaviours
Organizes participation (active learning)	<ul style="list-style-type: none"> <input type="checkbox"/> Has a clear instructional design <input type="checkbox"/> Uses different training methods <input type="checkbox"/> Gives guidance <input type="checkbox"/> Sets appropriate tasks
	<p>Tip:</p> <p>Top</p>
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Checks participants' understanding <input type="checkbox"/> Paraphrasing/ repeats/clarifies/amplifies/ <input type="checkbox"/> Encourages participation <input type="checkbox"/> Gives possibility to ask questions <input type="checkbox"/> Adjusts content/tempo/ language, if necessary <input type="checkbox"/> Gathers different ideas
	<p>Tip:</p> <p>Top:</p>
Uses time well	<ul style="list-style-type: none"> <input type="checkbox"/> Starts and finishes promptly <input type="checkbox"/> Shows evidence of planning
	<p>Tip:</p> <p>Top:</p>
Closure	<ul style="list-style-type: none"> <input type="checkbox"/> Reiterates and summarizes key points <input type="checkbox"/> Uses an evaluation tool
	<p>Tip:</p> <p>Top:</p>

Other remarks:

What would we do differently next time?

Based on the report available, the following observation was made:

- Link the workshop more closely to an identified need in terms of short course development, i.e. to a specific short course;
- Reflect more on the use of the course for the short course development.

4.2.8 Applied Research for Competency Based Training

Why did it happen?

KCCEM aims at building the research capacity for both staff and learners in tandem with the regional research trends. This will enhance KCCEM visibility in Africa and beyond. Research is a key area for both staff and learners at KCCEM. It applies to the three sections of the College, Wildlife Management, Wildlife tourism and Forest Management. Capacity building for staff and collaboration with institutions of similar research interests will enhance research at the College.

- The participants are able to define research needs of (potential) clients and are able to align these with existing policy priorities;
- The participants are able to define competencies and accompanied knowledge, skills and attitudes that staff and learners need to fulfil the research needs of (potential) clients;
- The participants are able to integrate and institutionalize these knowledge, skills, and attitudes into their curricula and courses;
- The participants designed a pilot study (to be implemented after the training) in which they can practice their own research skills and which allows them to incorporate research competencies into the curriculum;
- The participants gained basic knowledge and skills on participatory methods of data collection and analysis.

How did it happen?

A five day workshop was designed to take the participants through a systematic process of developing their research skills linked with competency based training. The key topics of the workshop included the development of research topics and questions, the methodology and research tools and the writing of papers. A key characteristics of the workshop was that efforts were made to strongly integrate the learning activities into ongoing research activities of KCCEM. Table 10 gives an overview of the five day workshop on applied research for competency based training.

Table 9 Agenda workshop applied research for competency based training

Day 1

- Introduction to Research
- Reminder of Competency based training
- List of "Best Practices"
- Introduction to Climate Change Project

Day 2

- From list of best practices what are you going to do research on?
 - Decide on focus of research
 - Which topics will be chosen for research?
 - Decide on two-three topics
 - Go into details of research topics for KCCEM. The three groups Wildlife management, Tourism & forestry research each develop a relevant research subject, topic (objective) for KCCEM (curriculum). Go through how this is done and then groups can design the research.
 - What Knowledge & "Tools" do you require to carry out this research? Skills (methodologies, research design, values') how can you relate this to student engagement)
-

Day 3

- Take further applied research project(s) & Climate Change project (how are we going to make this work)? What is required?
- Community work in Buffer Zone to Nyungwe National Park. Projects to be ongoing adapt according to common needs of community/KCCEM
- How to incorporate into manuals & curriculum
- Discussion

Day 4

- How to write a paper or report

Day 5

- Discussion of how trainers can continue with applied research project/s together with their learners. As part of training/academic process...learners work with "live data" in nearby protected areas/buffer zones.
- Way forward for applied research at KCCEM, relevance for trainers, learners and communities and PAs
- Feedback, wrap up, questions and conclusions

What did we learn / outcomes / results?

What is Applied Research?

Below an overview of different key components of applied research is presented:

Applied research (1) uses theory from academia but deals with solving very real and practical problems for very specific work driven purposes (figure 17).



Figure 17: *Applied research solving real problems*

In applied research it is important to identify **research needs** (2) with stakeholders from the specific protected area, buffer zone or case study. Collaboration between managers, communal residents and the researchers (staff and learners) is key in selecting conservation priorities that assist solve real problems, target best practices and compliment the objectives of both the College and their partners (figure 18).

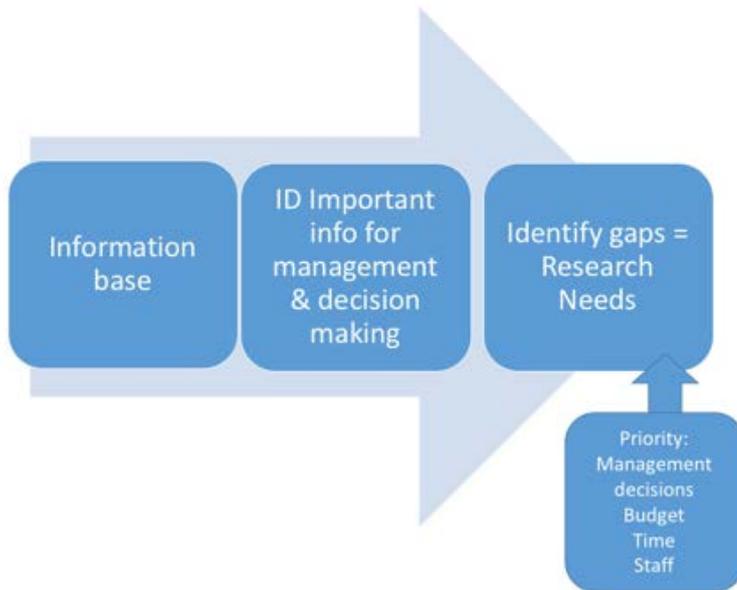


Figure 18: Identify research needs in collaboration with protected area and buffer zone partners

Research objectives (3) can be integrated to achieve the following “real world” outcomes:

- Enhance benchmark knowledge;
- Improve decision-making;
- Enhance ecological or cultural integrity of a protected area;
- Reduce overall management costs and enhance benefits;
- Improve sustainability;
- Increase public awareness;
- Improve trust and collaboration with communal residents.

The Research Process

The scientific method of research (4) often has the following steps (figure 19):

1. Select a problem or question;
2. Apply a theory (or earlier empirical studies) to derive hypotheses;
3. Generate or assemble data;
4. Test the hypotheses: compare prediction to evidence (data)
 - a. Hypothesis fail: modify and retest, or reject;
 - b. Hypothesis passes: provisionally accept it.

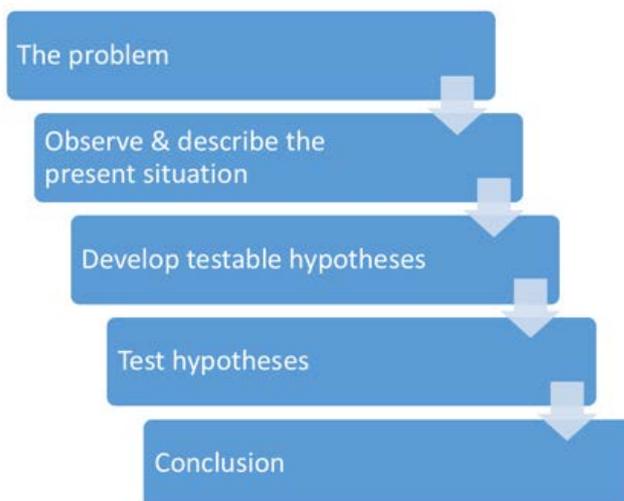


Figure 19: A structured logical process to assess and solve problems

The following outlines the **research process** (4) in detail (figure 20):

1. When conducting research it is important to first clearly identify the research problem and what you want to find out. To do this:
 - i. Formulate a research question;
 - ii. Clarify your research objective –i.e. describe “why” it is important to the “real world”;
 - iii. Define a “unit of analysis” – this is the “what” of your study;
 - iv. Define variables – variables are the characteristics to be described and measured by your research;
 - v. Conceptualize the problem.
2. We must determine exactly what we are investigating and what we already know. We do this by *clarifying key concepts*. It must be clear what is being studied, avoid misunderstanding and inaccuracy.
3. It is very important that the topic we choose to research integrates into existing knowledge. Don't waste effort on what is already known. A *literature review* must be done on the topic and existing theories assessed.
4. We then formulate a *hypothesis*. A hypothesis is a proposed explanation for an observed phenomenon based on existing information and logical reasoning. It is normal to have more than one hypothesis. We need to gather information to test the hypothesis. Take note that a hypothesis cannot be proved, it can only be disproved or supported.

For example: All cows in Rwanda are brown. – it is not possible to inspect every cow. In a sample study of 1000 cows – if all are brown – your hypothesis can be supported. But if one cow in the sample of 1000 is a black & white cow – then you reject your hypothesis.
5. *Planning* is a very important stage and must be done carefully! Here we must decide what information we need to collect (data) and the most appropriate method to collect the data. Planning also involves deciding on efficiency of collection of data e.g. data sheets and equipment needs, people to be contacted.
6. We can now begin *data collection*. Data means information - usually measurements or characterized variables. Variables are the basic units of the information studied and interpreted.
7. Next stage of the process is *data analysis*. We make sense of the *raw data*, expresses data in ways which are easier to understand and compare. A researcher will carefully analyse and interpret the value(s) of each variable to make sense of how things relate to each other. We look for patterns, trends and relationships between the variables.
8. This brings us to the final stage of the research process where we make *conclusions*, for example we accept or reject our original hypothesis and make decisions based on our findings e.g. management action or planning of further research, or incorporating knowledge into our operations and teachings.

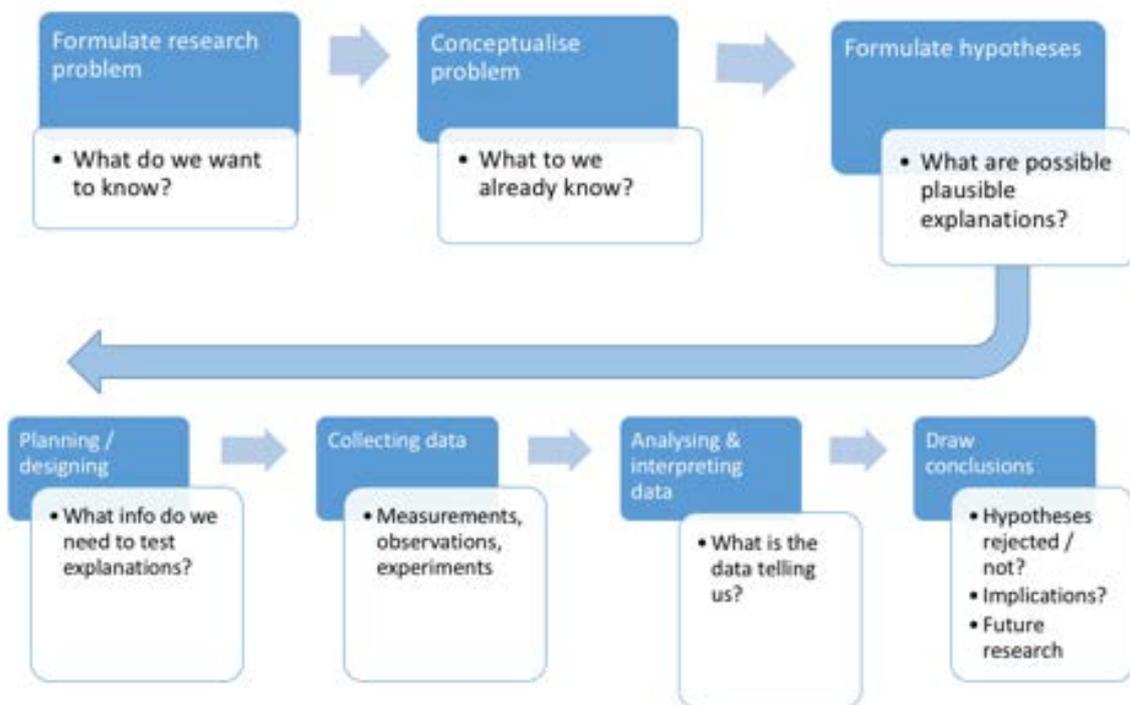


Figure 20: The research process in detail

Research Data

Independent variable – “An independent variable is exactly what it sounds like. It is a variable that stands alone and isn’t changed by the other variables you are trying to measure. For example, someone’s age might be an independent variable”.

A dependent variable – “A dependent variable is exactly what it sounds like. It is something that depends on other factors. For example, a test score could be a dependent variable because it could change depending on several factors such as how much you studied, how much sleep you got the night before you took the test, or even how hungry you were when you took it”. A dependent variable is a ‘slave’ of an independent variable.

Types of data:

- Quantitative data– this type of data can be measured / expressed as number;
- Qualitative – this kind of data is characteristic e.g. gender, colour, species, opinions, understandings and perceptions.

When impossible to count whole populations then a representative sample of individuals is collected. This is called a sample. For example, to investigate the livelihoods of a village of 3000 households, a sample of 300 households is selected to conduct livelihood surveys. The results can then be extrapolated to results for the whole population.

Research Proposals

A research proposal is developed before the research starts on the “what, why, how, when, who, cost etc. A proposal must be a good balance between enough information and not too long.

Research Reports

The research report is written after the research is completed and based on results and conclusions. It includes explanations of how research was conducted, analysed, results and the implications. The

methods are presented clearly so that others can repeat the same research easily. The report may include explanations of observations or even graphs and tables showing trends depicted. It also includes management recommendations.

A research report layout is usually as follows:

- Title – overall focus of research (not too long);
- Abstract / Executive Summary – a brief summary of purpose and key findings;
- Introduction – the purpose of the study, rationale (motivation of the study), literature review (what is already known), key questions / hypotheses (Aims & objectives);
- Methods & materials –“how”,
 - Study area description;
 - Data collection & sampling;
 - Materials & equipment used (if specialised);
 - Analysis.
- Results – summarised and analysed data with a discussion to help understand;
- Discussion – Interpretation and implication of results, and the imitations;
- Conclusion – Summarise key points and implications, further research;
- References – Literature is cited in the document;
- Appendices – Raw data is shown only if of value.

Referencing

All statements made, data referred to in the text if not part of the discussion it must be referenced.

Applied Social Research

Good examples of applied social research include participatory rural appraisal methods where community members participate in compiling social and natural resource information to analyse their own situation.

The participatory research methodologies used allow the community based organisations and partners to access the knowledge and skills of local residents who know the area and its resources best and to develop community-owned products e.g. participatory zonation plans, situational analysis, community owned maps for planning and management.

What would we do different next time?

The report is vague on how this workshop links to concrete and specific links to ongoing research at KCCEM.

Recommendations could be made on how to embed this in the curriculum development and other mandates of KCCEM.

5 Organizational Capacity

5.1 Organizational Analysis

What happened?

A five day workshop was used to review and analyse the following dimensions of the organizational capacity of KCCEM:

- Reflection on KCCEM's original vision, and to discuss consolidation or reformulation of the vision of its aspired future;
- Reflection on the principles of INRM as advocated in the NICHE project approach, and the ways in which these principles will influence KCCEM's organisation, its strategy, learning programmes, and additional services;
- Reflection on the outcome of the gender scan, and what this means for KCCEM's organisation, its strategy, learning programmes, and additional services;
- Reflection on the outcomes of the training needs assessment and market study, as reflected in the proposed business model and what this means for KCCEM's organisation, its strategy, learning programmes, and additional services;
- Reflection on the current organisational framework (including relationship with RDB and other partners) for KCCEM to carry out its activities today as well as within the scope of the proposed new business model;
- Elaboration of a "change agenda", to identify the necessary changes KCCEM will have to go through (if any) while adopting the new business model, including the pathways in which these changes can be made.

Why did it happen?

The overall objective of the organisational analysis was to:

1. Compare current organisation set-up, work processes, organisational culture and institutional setting with the aspired future, to be discussed on the basis of the outcome of the training needs assessment, the market study, the proposed business model and the gender scan;
2. Discuss and agree if and what needs to be adapted in mandate, mission, vision, strategy, organisational set-up and work plans of KCCEM, and design a "change agenda" towards strengthening the organisation;
3. Jointly work towards implementing the "organisational change agenda" for KCCEM to function as a centre of excellence in teaching, applied research and outreach for the years to come.

How did it happen?

A four-day interactive multi-stakeholder workshop was organised as follows:

Starting with a **reflection and internalisation of all recent project-related proposed changes** to the way KCCEM goes about its business. Different presentations and group work assignments were made to review the range of assessments against the vision KCCEM has for itself and the project. The key question from an organisational point of view that needed to be addressed was if the recommended actions, changes, approaches as formulated in the gender Action Plan, the Business Model/plan, and the INRM approach are accepted, what will be the implications for KCCEM as an organisation? Specific priorities are listed in annex 6 and annex 7, covering the general categories:

- Vision and mandate of KCCEM;
- Thinking and designing/delivering services in an INRM manner;
- Mainstreaming gender in organisation, strategy and programmes;
- TNA and market study;
- Proposed business mode.

Using an **organizational assessment** framework which considers the organization from different dimensions (external / internal: motivation – capacity – performance), priorities were identified for the different areas (Figure 21). Using the framework, key questions were discussed:

- Will the proposed changes make KCCEM more or less effective in achieving its mandate, and how to avoid the latter?
- Will KCCEM become more efficient, relevant, financially more viable?



Figure 21: *Dimensions of the organizational Assessment Framework*

What did we learn / outcomes / results?

An overview of the key messages resulting from the workshop are captured below.

External environment: KCCEM does not exist in a vacuum. Geography, legal and cultural context and other external-environment variables influence how the organization operates. Such variables can shape the ways the organization defines itself and the ways it defines good performance. An analysis of the external environment to understand the external forces that help to shape KCCEM was part of the TNA, market survey, gender scan and business model.

Organisational motivation: organizations, like people, have different rhythms and personalities. Each has a different purpose, a unique working ambiance, or culture. The defined vision and mandate of KCCEM was taken as representative of its organisational motivation.

Organisational capacity: during the analysis we focused on the capacity of the organization as responding to the external environment (demand for education and other services) and building upon internal motivation. The capacity in this model is considered in terms of seven main, interrelated areas that we believe are the foundation of the organization's performance: strategic leadership, human resources, financial management, infrastructure, program management, process management, and inter-institutional linkages. Each of these areas contains various components, which range in importance among organizations.

Organizations often find capacity issues easier to identify and to address. This may be because it is easier to do something about them, whereas it may be impossible to change the external environment and difficult to change organizational motivation. Based on the assessment, and using the assessment

framework in table 10 “**an organisational change agenda**” can be developed. This includes an agreement on those current elements (structures and processes of the organisation) which have to be maintained, and those elements which will need to be changed, in order to implement the desired changes.

Table 10 Areas of Organizational Capacity and the Components

Seven areas of organisational capacity and their various components	
Area	Components
Strategic leadership and governance	Leadership, strategic planning, governance set-up, organisational structure
Human resources	Human resource planning, staffing, developing, appraising and rewarding
Financial management	Financial planning, financial management
Infrastructure	Facilities management
Programme management	Planning, implementing and monitoring projects and programmes
Managing organisational processes	Organisational planning, problem-solving/decision-making, communications, M&E
Inter-institutional linkages	Partnerships & networks

Specific recommendations towards strengthening the organizational capacity of KCCEM are listed in annex 7 and below.

1. *The governance system defining the relationship between RDB and KCCEM needs urgent attention. KCCEM as project of RDB seriously constrains the school to become an effective and efficient institution.*

Increasing efficiency and effectiveness requires less red tape, more independent financial management (such as bank accounts, greater ability to receive and spent monies, less time consuming administration shorter responsibility lines). Currently KCCEM has not the legal position to sign project agreements (such as with MAF/NICHE). This status does not allow the aspired business-minded responses to market opportunities.

The dependent status furthermore constrains operational and financial sustainability. Expanding the client base, and flexibly negotiating training service packages with clients in Rwanda, in the region and abroad is not facilitated.

The current time delays caused by the bureaucracy in the relation between RDB and KCCEM further hampered the submission of necessary documents for accreditation of courses.

In order to improve governance, and make the relationship between RDB and KCCEM more effective and efficient the possibility of a KCCEM Board constituted by RDB was discussed, and agreed to be further explored as matter of priority. Such Board would have:

1. Powers to sign project agreements (on behalf of RDB);
2. Powers and expertise in offering fund-raising support;
3. Powers of approval of annual narrative and financial plans and reports;
4. Approval of human resource management policies and procedures;
5. Approval of Financial and administrative management policies;
6. Academic quality control policy.

The Board could consist of representation of stakeholders, and when opportunities arise guide the organisation to greater autonomy (long-term aspiration).

It was agreed to prepare a proposal to RDB to call for a more effective and efficient governance structure to guide the immediate future relationship between KCEM and RDB. This proposal could include:

- Explain the ambitions/societal need that KCCEM intends to respond to;
- What programmes/services will be offered in the next 5 years (satisfying RDB/Rwanda/region needs)?
- Explain Business model to ensure KCCEM viability, efficiency and effectiveness;
- Explain proposed accountability mechanisms (the functions of the Board, and other administrative and financial procedures at the disposal of KCCEM);
- Explain current (mean and lean) organisational structure with the ambition to develop an organisational structure, roles and responsibilities that are response to market demand – form follows function;
- Explain current financial incomes/income generation;
- Make projection about the number of services to be delivered in next 5 years, and required funds.

2. *The lack of an organisational strategic plan (the first one is outdated) was noted but its review/drafting was not considered first priority. Its preparation should await clarity on the organisations' governance structure.*

3. *Current human resources management systems are an area of attention.*

It was felt that both the human resources planning capacity of KCCEM, its human resource management procedures, staff development plans and performance assessment/reward systems are not sufficient to become able to operate in the aspired business-oriented manner. This has partly to do with the strings attached to RDB, partly with lack of management capacity, and expertise available. It was agreed that KCCEM concentrates its organisational strengthening on the following matters:

- Review existing (but never approved) HRM procedure manuals;
- Prepare a human resource development plan (to be partly funded by the NICHR project);
- Give due attention to HRM issues during the management internship as SAWC.

4. *The infrastructure at KCCEM is a point of attention that warrants careful planning of the available investment budgets of MAF and NICHE.*

Despite the problem of releasing awarded development budgets to KCCEM because of administrative hurdles, there is sizeable money available for investment. It was agreed to give this careful attention by preparing as a matter of urgency a KCCEM investment plan including investments in class rooms, accommodation, internet facilities, and initiatives of greening the College.

5. *The internal and external communication KCCEM is a further point of attention.*

It was felt that internal communication (including communication between RDB and KCCM that could also be called internal) is weakly developed. This may lead to inefficient use of resources, missed opportunities, and a potential general lack of ownership of staff in the success of the College. Simple measures could be put in place to remedy this situation: regular management updates for staff; internal newsletters, notice boards, use of internet and websites, regular staff meetings.

External communication is key too, in this case for branding, profiling and marketing; and generally consolidating relationships with key, preferred partners/clients.

6. *The M&E capacity of KCCEM needs attention to improve performance of the organisation.*

There are no mechanisms in place to guide evaluation and monitoring of organisational performance. Staff are insufficiently skilled to take up this task. It is therefore hardly likely that the organisation adapts to weaknesses in performance in an informed manner. It was proposed to use the NICHE project to put an organisation M&E system in place to measure effectiveness, efficiency and viability of service delivery, as well measuring progress in mainstreaming gender in the organisation, strategy and programmes.

5.2 Leadership and Team Building

What happened?

A five day training workshop on leadership and team building was organized in Nyungwe NP and at KCCEM for KCCEM staff. The training workshop covered a two day visit to Bigugu NP, including a hike to the summit of Mt. Bigugu and a visit to the skywalk in Nyungwe NP. These hikes were organized to strengthen the team and promote teamwork. The classroom leadership activities were organized to support the development of the strategic plan, and get insight into leadership and strategic management.

Why did it happen?

The workshop aimed to strengthen the team spirit and leadership qualities of through reflection on the initiated change processes at KCCEM and its institutional environment. KCCEM staff members are expected to steer and adopt new ways of working, but at the same time, they face an increasing demand for specific products and services. This asks all offices of KCCEM to adapt and learn, including the administrative, technical and support departments. It is natural that this comes with significant stress on the people, the processes, and the organizational culture and infrastructure in general.

The specific objectives are described as follows:

1. Staff share experiences, ambitions and aspirations for themselves and KCCEM in an open and friendly atmosphere, and reflect on their roles and responsibilities;
2. Staff identify individual leadership styles, reflect on individuals' strengths and weaknesses, and explore ways to achieve collaboration;
3. Staff creatively develops a shared vision for KCCEM, reflecting agreed upon principles to achieve team work and shared leadership;
4. Fun – Excitement – Energy.

How did it happen?

In table 11, the structure of the workshop with the modules and respective sessions are being described. This structure will be used to introduce specific activities. The activities with an * are presented.

Table 11 Sessions used for the Team Building and Leadership Workshop¹

Sessions
Module 1: Opening and Introduction
Session 1.1 Opening
Session 1.2 Welcome and Introduction of KCCEM
Session 1.3 Getting to know each other*
Session 1.4 Objectives and Process
Module 2: Identifying the Change
Session 2.1 Team formation – A minute to win it*
Session 2.2 A walking sleeping eating conversation *
Session 2.3 Reflection

¹ The items with an * will be described in more detail in annex 8.

Sessions

Module 3: Team Building

Session 3.1 "The KCCEM Daily" – Preparation and Sharing*

Session 3.2 Reflection: Roles and responsibilities in our team

Module 4: Being the Change

Session 4.1 Leadership Games*

Session 4.2 Leaders we admire and why?*

Session 4.3 Leadership needs and opportunities KCCEM*

Session 4.4 Our individual leadership style and reflection on tool*

Session 4.5 Reflection: Leadership styles in KCCEM*

Module 5: Owning the Change

Session 5.1 Introduction – Leadership Process*

Session 5.2 Change process at KCCEM*

Session 5.3 Exhibition and Auction*

Session 5.4 Reflection and Recap

Session 5.5 My personal Resolutions

What did we learn / outcomes / results?

Detailed descriptions of activities can be found in annex 8.

Leadership levels and features

For KCCEM, and within the context of Rwanda and ARR, it is important to realize the various levels and areas of leadership are targeted and the features of these areas. Table 12 gives an overview.

Table 12 Leadership levels and features

Individual	'The X factor' (I)		'System' (it)
	Personal qualities, feelings, awareness, inner motives and values, psyche		Agenda setting across levels and scales, rule changing, negotiating institutional space, influencing policies, 'granting place', system change
	Reflection / attitudes		Enlarging assets
Collective	'Shared leadership' (we)	KCCEM and NYUNGWE NP in RWANDA in ARR	'Vital space' (they)
	Ability to share achievements, to connect and co-create, creating collective 'sense of place', culture		Flexible roles, building vital networks and coalitions in the landscape, link to the market, searching economic viability through networking and partnerships 'making place', behaviour
	Shared and distributive leadership		Using existing opportunities and strengthen or optimizing assets
	Knowing your assets, knowing your place and assets		

There are different **leadership styles** (Blanchard and Hersey (1988):

- **Autocratic Leaders:** here leaders clearly map out the roles and tasks of the 'followers', and monitor them closely. Decisions are taken by the leader and communicated to followers with little contribution from them.
- **Coaching / Facilitating Leaders** also map out roles and tasks, but actively request input from the follower. Decisions are made by the leader, but there is a two-way flow of dialogue. These leaders devolve day-to-day decision making to the follower. The leader facilitates and is involved in decisions, but control rests with the follower.
- **Delegating Leaders** retain involvement in decisions and problem-solving, but control is with the follower. The leader is only involved when and how the follower chooses. Researchers found that members under delegative leadership, also known as laissez-fair leadership, were the least productive of all three groups. The members in this group also made more demands on the leader, showed little cooperation and were unable to work independently. Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.
- **Situational Leaders:** In situational leadership, three factors affect the leader's decisions: the situation, the capability of the followers and the capability of the leader. The leader adjusts to whatever limitation is laid out in front of him by his subordinates and the situation itself. Adaptability is key here. The leaders need to be as dynamic as the different situations they are faced with.

Leadership can be learned, and the below figure gives an overview of different activities to develop leadership abilities applied to the experimental learning cycle (figure 22).



Figure 22: *Developing leadership abilities through an experiential learning process*

5.3 Gender Scan

What happened?

The gender scan was conducted to support KCCEM in translating national gender policies and strategies into a coherent action plan that not only covers KCCEM's internal functioning (enhanced gender awareness amongst staff) and training programme (integration of gender in curriculum, increased enrolment of female students), but also the National Park Service, creating an enabling environment for KCCEM's female graduates to work as a conservation professional.

Why did it happen?

To comply with KCCEM's vision to become a serious partner in translating national gender policies and strategies into the NRM sector, to enhance the position of women on the labour market (esp. the National Park Service), and to improve the overall output of community conservation at large. The gender scan refers to the following specific project outcomes:

- Integrate gender in the curriculum of KCCEM;
- Increase the enrolment of female students in KCCEM and reinsert them in Rwanda's National Park Service;
- Address gender issues in research activities;
- Enhance the awareness of KCCEM staff on gender issues;
- Increase the number of female researchers and short course students at KCCEM;
- Have gender focal points lead and monitor the implementation of the gender strategy at KCCEM;
- Increase gender awareness in Rwanda's National Park Service through KCCEM's input.

How did it happen?

The analysis of gender issues at community level is based upon the Harvard Gender Analysis framework. The analysis of organisations working in the conservation sector is based upon the ILO gender audit methodology. Information was collected by means of the review of documents, interviews and workshops. The results of the gender scan were presented to KCCEM and its client organisations during a meeting at the end of the research period.

What did we learn / outcomes / results?

Gender issues in society at large

Gender inequality in Rwanda is embedded in patriarchy as a system that accords more powers to men than women. The evidence for this can be found in the analysis of dimensions of poverty, the participation of women and men in all social, cultural, economic and political spheres, the access to services provided by the public and private sector, and the systemic undervaluation of the contribution of the care economy.

For the context of KCCEM, evidence of the importance and relevance to address gender inequality was found as follows:

Households living next to National Parks and Protected Areas are deprived the access to natural resources that are so important for their livelihoods. Whereas women, based upon their traditionally assigned domestic and economic tasks, depend upon natural resources such as firewood, clean water, medicinal plants, fodder for the 'one cow per family' policy and leaves for basketry, men rely upon natural resources such as wildlife, timber, minerals and honey. Whereas Rwandan households in general have limited access to those natural resources for households next to national parks this further increase women's workload and hamper her full participation in society and deprive men of income generating activities.

Households living next to national parks may also be affected by wildlife outbreaks that may severely damage agricultural produce and household consumption, for which women are mainly responsible. And new policies by RDB-T&C to create more effective buffer zones (for instance by planting tea), result in the expropriation of agricultural land.

When well-managed, National Parks may attract tourism and provide alternative livelihood strategies. Women play a very important role in the education and socialising of children and hence can play an important role in environmental education. Organisations working in the conservation sector also have

small components to develop alternative livelihood strategies. The RDB-T&C revenue sharing facility is meant to implement small projects that contribute to conservation, family wellbeing and gender equality. However, at this moment little information is available that helps to draw conclusions regarding the effectiveness and impact of this facility.

Approximately 30 % of all households in Rwanda are female headed and these households are significantly poorer than male headed households and therefore rely more on the natural resources that can be found in the national parks and the protected areas.

The gender audit looked into 8 domains. The findings for each of the domains are the following.

KCCEM's articulation with national gender policies and practices is weak, because it is currently a project under RDB-T&C that, given its missions and mandates has very limited possibilities to mainstream gender in the conservation sector. KCCEM also is not articulated to the education sector, because it is not part of the Higher Education or the TVET system. The same applies for its articulation with the labour market, given the fact that KCCEM currently only trains employed people and that NPS staff, rangers and tourist guides do not have better career opportunities within the NPS after accomplishing the diploma course.

KCCEM does not have an official strategy and policy on gender equality, although its general perception about gender equality is positive. Its mission statement and core values focus on the conservation sector in a narrow sense and hence provide limited opportunities to include gender issues. An analysis of future scenarios for product diversification and their consequences for gender issues shows that KCCEM can considerably increase its market share in an expanding market, when it develops products in the community conservation, environmental and natural resource management sector.

With respect to its **products, female participation in percentage to short courses is highest when delivering courses for REMA and highest in numbers for RDB-T&C courses**. Ecotourism and wetland management; transformation training; negotiation skills, contracting and revenue sharing; principles of community conservation development; initiation to community conservation and conflict management and; conflict management and resolution are topics most likely to attract higher female participation. Female participation in the diploma course reflects the average representation of female rangers and tourist guides in the NPS (5.6%), but the percentage of female staff in these two jobs is likely to grow to 6-7% in the next few years. None of the NPS working in the community conservation department is a woman. A review of the Wildlife Management course and the Environmental Management course shows opportunities to incorporate gender theories and analysis in different modules. It is not known to what extent the network of part-time trainers has expertise in this area.

KCCEM is lacking the gender expertise needed to incorporate gender and development in the course modules and in research activities, as well as in its own organisation.

No 'gendered' procedures are in place for knowledge management, marketing and monitoring-evaluation. KCCEM's operational procedures are gender sensitive where necessary but these procedures have not been approved by a board of directors.

KCCEM does not have an active marketing policy but works with those *client organisations* that come to the college by themselves. **A quick gender scan of those clients working in the conservation sector shows that gender mainstreaming is neither a policy nor occurring in practice.** A quick scan of REMA that is working in environment and natural resource management shows this organisation is more gender sensitive in policy and practice.

With an important number of positions not filled in, the workload for the current staff is very high and hampers KCCEM to expand its activities. *KCCEM staff* currently counts one female member (7 %). The college did not manage to recruit more female staff in its last recruitment procedures of 7 persons. Major reasons are the remoteness of KCCEM and its orientation in the conservation sector that is considered to be a 'male' sector.

KCCEM's decision-making procedures and practice, as well as its organisational culture are gender sensitive, given the small team and the tendency to jointly solve issues at the college.

Recommendations:

Based on the gender audit, a number of recommendations have been formulated, that have been incorporated in the suggestions to 'engender' the business model and in the 'gender action plan'.

- Engendering the business model

KCCEM is invited to consider an alternative formulation of its mission statement: "to preserve and disseminate knowledge related to biodiversity and "its relations with mankind and development" or "its relations with economic, social and equitable development". Similar reformulations are proposed for some core values.

A 'gendered' competitor analysis that positions KCCEM not only in the conservation sector, but also in the environmental and natural resources sector, shows that no education institutions focus on these sectors, whereas tourism is being taken care of. Developing training and research products on gender in these sectors would probably increase KCCEM's comparative advantage in the RIFFEAC network and increase the number of its clients.

The 7 key areas of institutional capacity to be addressed can be 'engendered' in the following way; KCCEM need to obtain an independent status with a board of directors representing actors in the conservation, environmental and natural resources management sector and preferably with some members knowledgeable about gender issues. Marketing should become pro-active and also target clients that are more likely to have female staff or are working on gender in conservation, environmental or natural resource management is necessary. Marketing can also benefit from the creation of an alumni network. KCCEM's intention to start a new diploma course on environmental management in 2012 has more potential to incorporate gender as a subject matter as well as to attract more female students being employed by organisations outside the conservation sector. The highly competent team of trainers that will be trained in competency-based course delivery also will need a gender & development course. Besides this course modules need to be reviewed in terms of gender & development theory, analysis and approaches.

- Gender in the action plan

KCCEM's gender action plan will *contribute* to the integration of gender in the agenda of the region's National Park Services and to that of other existing and new client organisations. This is the overall goal of the gender action plan.

At the end of the NUFFIC project (2015), KCCEM has mainstreamed gender in both its products and in its organisation. This is the specific objective of the gender action plan. The benchmark for this objective is the result of the current gender scan.

- Five outputs or products have been formulated:

1. KCCEM publishes regular results of at least one research programme that integrates gender issues in community conservation. The current benchmark in 2011 is that no action research programme has been formulated.
2. Gender and development is integrated in those courses and modules delivered by KCCEM, where it is a relevant topic. Benchmarks for the beginning of 2012 are that none of the courses nor modules in the diploma courses integrate gender and development issues:
3. The representation of women in the diploma courses, short courses, conferences and applied research programmes increases. The 2011 benchmarks are 5.6 % of female students in the wildlife management diploma course and 11.7 % for the short courses.
4. KCCEM's facilities take into account specific gender needs. The 2011 benchmarks are that most lodging facilities are separated for women and men, except for the toilets. The indicators are the same as the accomplishment of the activities mentioned under output 4.
5. KCCEM as an organisation becomes gender sensitive. Indicators regarding the gender sensitiveness are the operationalization of its core values "gender sensitivity and integrity" in its policies, the approval and enforcement of its manuals and codes of conduct, in its monitoring and evaluation system, in its staff recruitment and staff composition and in the effective functioning of a gender committee.

6 Ways forward (strategic plan)

A hierarchy of objectives is developed, starting from Key Results Areas (KRA), Strategic Objectives, Strategies, Service Delivery Targets and activities. Each Service delivery target was assigned a department/unit, which will be responsible for its delivery. In order to enable the College to measure what has been planned, Key Performance Indicators (KPI) were developed at the KRA, SO and SDT levels for the Governing Body, the Management Committee and operational managers respectively.

Key Result Areas are broad statements that describe a goal or result that is to be achieved or the improvements to be made as part of our strategic direction. A Key Result Area is a particular end state to achieve. The aim is to have outcome oriented and a balanced set of Key Result Areas that comprise service delivery, institutional reforms and capacity building objectives.

Also KRA are the main areas that results are needed in order to adequately achieve the vision of KCCEM and realise the mission. KRA form the basis for the organisation of human, material and financial resources. The following KRA that shall be used to measure the performance of the College at the highest level were developed by College stakeholders:

- KCCEM legal existence clarified through acquisition of legal status;
- Efficient and effective governance and management systems developed and maintained;
- Human resources capacity improved and sustained;
- High quality demand-led training developed, delivered and maintained;
- Sustainable income sources developed and maintained;
- High quality demand-led support services developed and maintained;
- Research and consultancy services improved and sustained; and
- Infrastructure, facilities, equipments and physical environment improved and maintained.

6.1 KRA1: KCCEM legal existence clarified through acquisition of legal status

The lack of the legal status for KCCEM continues to hamper its full development into a fully-fledged academic institution. KCCEM needs to be legally recognized like any another institution in Rwanda so that it can legally fulfil its function and deliver responsibly to its assigned mandate. The acquisition of this legal status will allow KCCEM to become legally recognized as an academic institution, and have a certain liberty to take strategic decisions as deemed in its legitimate interest to ensure its sustainability. It will also provide the institution with confidence to deal with other parties, since it is not considered as having enough authority to make decisions and to enter into strategic negotiation with prospective funding or operational institutions. The acquisition of this legal status does not necessarily transfer into the cutting of the cordon with the mother institution RDB (which might have detrimental consequences due to loss of financial support and brand), but could also mean a redefinition of working relationship between the two institutions. Also this process will allow hastening the accreditation for KCCEM training programs. This is a priority and should be progressed immediately without further delay. The current and future business opportunities for the College will require a 'dual' accreditation, i.e. accreditation at the higher education level with the NCHE for the existing diploma programmes and accreditation with the WDA which would cover the scope of technical and vocational (TVET) programmes that the College needs to address market needs. Accreditation is a key credibility and quality confirmation for clients and is vital for KCCEM. In addition, Rwanda has embraced skills development totally and it would not make sense for KCCEM not to be accredited.

The following KPI shall be used to measure achievement of the acquisition of the legal status and accreditation of KCCEM programs:

-
- Legal act establishing KCCEM adopted by the Parliament and promulgated into the national gazette;
 - KCCEM structure recognized by the said legal act;
 - Official appointment of members of KCCEM Management bodies (BoD, Top Management);
 - Recognition of KCCEM programs through the reception of Accreditation certificate issued by NCHE and WDA.

6.2 KRA 2: Efficient and effective governance and management systems developed and maintained

KCCEM shall strive to have and a complete management system. In other words, it should govern through policies, procedures and processes governing the business of the College. KCCEM will also strive to maintain good image of the College through good public relations and appropriate marketing strategies.

The following KPI shall be used to measure the efficiency and effectiveness of the management systems:

- Streamlined governance procedures (clear defined relationships between organs, units etc, line of command and communication channels);
- Human Resources Management;
- Financial Management systems;
- Human Resources Database;
- Marketing materials;
- Good public relations.

6.3 KRA 3: Human resources and capacity improved and sustained

Recognition of the significance of human resources in an organisation has grown dramatically over the last three decades because of new understanding of the value of human resources as a means for improving productivity. Since people implement the organisation's strategies, it is important that the human resources capacity is always improved and maintained. Thus this KRA is aimed at ensuring the high quality human resource at KCCEM is achieved and maintained.

KCCEM will need to first of all to fill the gaps still observed in its organizational structures through staff recruitment. Currently, certain functions are not at worst being fulfilled, or being accumulated by into one position. On top of the gaps currently observed on existing organization structure, the following positions are proposed to be added on this structure, as justified by the future development of the KCCEM to become a full-fledged learning institution:

- Business Development Manager;
- Research & Project Coordinator;
- Legal Advisor;
- Internal Auditor;
- Quality Assurance;
- Lecturers (senior: at least 2; Assistants : at least 6);
- Head of Student Affairs;
- Budget Officer;
- Cashier.

Moreover, KCCEM will need to particularly **invest in the development of the skills and capacity** of its training / academic department staff members. This will be accompanied by a curriculum review of the diploma programme. More importantly, the trainers will need to be trained in the guidelines to be followed in order to maintain the NCHE accreditation of the diploma programme. A review of the skills and experience of each trainer will need to be completed, and based on this KCCEM can arrange capacity building sessions with the group to expand the skills sets of the training team. In summary,

KCCEM will in the short term need to invest in **building the capacity of the entire training department** including its network of external trainers to be able to:

- Maintain a training quality management system as is required of an accredited institution;
- Maintain a quality assurance system that will constantly monitor and evaluate every component of the training cycle;
- programme development and updating; and
- competency-based training delivery (facilitation; assessment; moderation).

The following KPI shall be used to measure achievement of high quality human resources at the College:

- Remuneration;
- Staff training;
- Staff performance and productivity;
- Recruitment;
- Equitable and high quality job description;
- Staff welfare;
- High quality working environment;
- Improved social security;
- Equitable human resources management systems (schemes of service, staff regulations, job description, organization structure).

6.4 KRA 4: High quality demand-driven training developed, delivered and maintained

KCCEM will under this Key result Area strive to maintain high standards of training through establishment of quality control systems and providing for their implementation. The College will also make sure that it meets all necessary conditions for accreditation by all legally binding authorities. Strategies will also be put in place to recruit and maintain competent and motivated teaching staff to implement high-quality demand-driven training. Under this area efforts will be made to ensure that training resources are made available at all times.

KCCEM has an existing diploma programme in wildlife management (and has recently undertaken diploma course in Forestry Management). This product should be reviewed to ensure correct alignment to the requirements of mid-level protected area managers / wardens. Feedback during the TNA and market study indicated that the programme needed to be more practically focused, i.e. develop a set of practical wildlife management skills. This can be addressed if the methodology of the programme is that each module focuses on the theory plus the practical skills required to be competent in that module. In other words the programme should develop a set of competencies that are inherent in the programme. Then KCCEM will have adopted a competency-based approach to the training.

Furthermore, the only wildlife management diploma programme is modularised. KCCEM should review the modules and ensure that the modules are clustered according to 'skill sets' or units of learning so that the modules can be presented as stand-alone short course programmes, which will provide a coherent set of embedded knowledge as well as practical skills, e.g. soil erosion control; veld / forest management; human resources management; financial management; and protected area management plans. These short courses can be presented at KCCEM or onsite in a national park/game reserve.

The first advantage of this approach is that KCCEM can develop a strategically chosen range of training products in a relatively short space of time that are relevant and marketable in the Albertine Rift region.

The second advantage is the national parks service staff from the target countries can attend the modules from an accredited programme as required and over time and build up credits towards a certificate and / or diploma programme which will be achieved once all the modules have been completed.

The third advantage is that larger numbers of national parks staff can be accessed as the training can be taken to them, reducing the strain on national parks which characteristically are already experiencing staff constraints, when staff leaves their national park / reserve to attend a full time programme at KCCEM. In effect KCCEM can train more people at a time in any calendar year using this approach.

The fourth advantage is that the competency-based approach will ensure that these mid-level managers have a set of practical skills that can be employed to the benefit of the national parks/reserves they are working in.

Apart from the modules from the Diploma programme that will double as short course programmes, there is a long list of short course training needs as identified in the TNAs conducted in 2006 (CAWM), 2010 (IGCP) and 2011 (NUFFIC). The most relevant short courses for KCCEM would be those that can translate into providing an income generation opportunity. This is not as clear cut as one would think. Clients often express a training need with no means to pay for the training service to address the need. So in selecting a manageable set of short courses to be developed by KCCEM these factors were kept in mind. In addition, it will be more manageable and less risky to develop short courses for the Rwandan market (but also marketable in the DRC and Burundi).

Finally based on the observed trends in capacity building opportunities in Rwanda and in the region, KCCEM should endeavor to show readiness in undertaking specific courses in relation to: Watershed Management - Integrated Water Resource Management, Climate Change Adaptation and Mitigation, (Strategic) Environmental Impact Assessment, etc.

The following key performance indicators will measure these desired ends:

- Accredited competence based curriculum;
- Quality control and assurance systems;
- Qualified and competent and motivated lecturers;
- Training resources.

6.5 KRA 5: Sustainable income sources developed and maintained

Organisations worldwide suffer from a chronic funding shortage. The ever-rising costs of operating the College too often outrun the financial support provided by conventional sources, such as Student Fees and the Government. As a result, College managers often face the need to cut programs and services, making College operations difficult.

To ensure adequate financial levels over the long-term, KCCEM shall find ways to augment its core funding such as by diversifying revenue streams. In this regards, KCCEM commissioned a study aiming at elaboration a Business Model.

This document recommends that KCCEM set up three (3) business units; a long course business unit, a projects business unit and an accommodation/hospitality business unit that will focus on income generation. The long courses unit will continue to address the development of protected area managers in the region, while the projects unit will be an active commercially-focused entity that markets and implements short courses, provides consulting services at KCCEM and *in situ* for clients and client projects. The hospitality unit will provide all accommodation and catering requirements for students while at the College. These should be supported by the departments of administration and finance; academics (training quality); infrastructure and maintenance. Providing for dedicated business units will make the professionalization of the entire business approach possible at KCCEM.

Efforts therefore will be made to implement the recommendations of the Business Model study, and ensure that enough income is generated to support most of College's capital and recurrent developments. While there will be some dependence on donor funds in this plan, mostly for physical development projects, KCCEM will strive to be self-supporting in future. KCCEM will strive also to set up bursary scheme to assist however possible students. Alternatively bursary funding for specific

beneficiary organizations, shall be included as part of a funding proposal, either written by KCCEM or by KCCEM in partnership with an NGO / support partner in a country in the ARR.

The College shall strive to implement the following major sustainable funding strategies over the next five years:

- Marketing of the College: produce sufficient and diversified marketing material, revamp KCCEM website and regular update it;
- Develop new promising courses (IWRM, CCAM...)
- Applying for grants;
- Soliciting in-kind support like volunteers;
- Pursuing third-party funding;
- Developing a fee-for-service structure;
- Acquiring public funding;
- Securing endowments and planned giving arrangements;
- Establishing membership fees and dues; and
- Implementing Business Model/ Business plan.

The following KPI will be used to measure the College's performance in developing and sustaining income sources:

- Review existing course programs through Cost-Benefits Analysis (CBA);
- Increase number of long courses;
- Short courses turn over;
- Fees structures;
- Money accrued from third party funding;
- Amount of money accrued from endowment funds;
- Membership fees and dues;
- Research and consultancy services;
- Conference facilities;
- Commercialised non-training services;
- Government subventions and donor funding increased;
- Establish satellite campuses; and
- Business planning indicators.

6.6 KRA 6: High quality demand-driven support services developed and maintained

Under this KRA KCCEM shall strive to achieve and maintain high quality catering services (Guest house management / accommodation and restoration), cleanliness and security services. In this regards, KCCEM should improve its visibility nationally & regionally through a well designed and implemented communication and marketing strategy. Such a strategy will guide the College in implementing a coherent, focused set of activities each year to ensure that relationships with clients are maintained (could include the annual updating the client's needs); communicating developments and student achievements at the College (including new products); and obtaining commitments to use KCCEM training products

Also the College shall strive to become an ICT hub within in Kitabi and its surrounding for reliable communication services as well as an ICT based training within the region.

The following KPI shall be used to measure provision of high quality support services:

- Quality Guest house services;
- Quality restoration services;
- High security and safety;
- Clean houses and College grounds;
- Reliable Internet and IT services;
- Reliable communication services.

6.7 KRA 7: Research and consultancy capacity and profiles developed and maintained

Under this Key Result Area KCCEM will strive to ensure that research and consultancy services are offered for the purpose of acquiring experiences necessary for enhancing training at the College as well as building research and consultancy capacity amongst the teaching staff. The research and consultancy activities fall within the proposed Project Business Unit (cfr Study on KCCEM Business Model), which is an active commercially-focused entity that markets and implements short courses, provides consulting services at KCCEM and in situ for clients and client projects. This unit will actively market the services of KCCEM through a variety of mechanisms, e.g. an interactive website on its services; developing direct client relationships; and will market consulting services where a need is identified.

In addition, KCCEM should develop strategies to position it to enter into long and short term partnerships with other institutions world-wide, and attract funding for bursaries, for new projects, or as co-implementer of projects with its partners (NGOs, etc.).

Finally, KCCEM will explore possibilities of establishing a functional and modern conservation and environmental Laboratory so as to position itself in providing lab services for researchers etc.

Following below are the indicators, which will be used to measure performance of this KRA.

Key performance indicators

- Policies and procedures for research and consultancy functions;
- Partnership framework;
- Research priorities;
- Funding for research;
- Built links/partnerships, collaboration and cooperation;
- Consultancy opportunities;
- Competitiveness in winning consultancy assignments;
- Capacity building (proposal writing);
- Profile raising (marketing);
- Strengthen integration of research, consultancy and training experiences;
- Sharing of research findings.

6.8 KRA 8: Infrastructure, facilities, equipment and physical environment

Majority of the College training infrastructure and facilities are in fairly good conditions, but are not enough considering the number of students that the College is expected to receive in the coming months. The construction of two new big halls to serve as classrooms has started. These infrastructures will need to be regularly maintained and refreshed. However, there is some level of mismatch between contemporary wildlife management training and current training and support infrastructure and facilities at the College. For instance the designs and conditions of the laboratory, library and lecture halls do not meet required training standards of the 21st Century.

Therefore one of the key problems facing the College is inadequate infrastructure and facilities for provision of practical and demand-led training in wildlife management and tourism and for provision of support services. Unlike many other fields of study, wildlife management training requires massive infrastructure and facility investment. In order for the College to achieve its vision and accomplish KRA on high quality demand-led training courses developed, delivered and maintained, the following developments are direly needed:

- Development of Natural/Cultural History Museum, including laboratory;
- Improvement of Library;
- Improvement of ICT;
- Construction of sufficient student's hostels;

-
- Reliable electricity;
 - Adequate safe water;
 - Field training vehicles; and
 - Good physical environment.

Key Performance Indicators (KPI)

- Reliable electricity;
- Water shortage;
- Field equipment's and gears;
- Adequacy of training infrastructure (Museum - Taxidermy, Herbarium, Laboratory, – Classrooms, Library, Computer Room;
- Field transport availability;
- Condition (dust/bumpy) and network of internal roads, including inadequate lighting;
- State of staff housing;
- State of sewage and drainage systems;
- Adequacy garage facilities and infrastructure;
- Adequacy of student accommodation.

Appendix 1 Documents consulted

Report / Activity Title	Period
A Training Needs Analysis and Market Study for the Environmental management and Conservation Sector in the ARR.	August 2011
Business Model	January 2012
Organizational Development Analysis	April 2012
Feasibility Study: "Greening the College"	July 2012
Designing, Developing and Using Competence-Based Training Packages	November 2012
Gender Scan for KCCEM in its wider context	December 2012
Strengthening didactical skills in short course delivery	March 2015
Team building and Leadership	May 2015
Applied Research for Competency Based Training	October 2015

Appendix 2 Current and potential clients for KCCEM

	Rwanda	The Democratic Republic of the Congo	Burundi
Government	<ol style="list-style-type: none"> 1. RDB Tourism & Conservation <ul style="list-style-type: none"> • Akagera NP • Nyungwe NP • Volcanoes NP 2. Public Service Capacity Building Secretariat (PSCBS) 3. Workforce Development Authority (WDA) 4. MINIRENA 	<ol style="list-style-type: none"> 1. ICCN <ul style="list-style-type: none"> • Virunga NP • Kahudzi-Biega NP 	<ol style="list-style-type: none"> 1. INECN <ul style="list-style-type: none"> • Buriri Natural Forest Reserve • Technical Director
Parastatal	<ol style="list-style-type: none"> 5. REMA 6. Greater Virunga Transboundary Secretariat (GVTS) 		
NGOs	<ol style="list-style-type: none"> 7. WCS 8. WWF 9. IGCP 10. ARCOS 11. USAID Predict 12. DAI 13. Karisoke research Center 14. Mountain Gorilla Veterinary Project 	<ol style="list-style-type: none"> 2. FZS 3. WCS 4. WWF 5. IGCP 6. UGADEC 7. FFI 8. The Gorilla Organisation 9. Giz 	<ol style="list-style-type: none"> 10. ABO - Climate Change Project coordinator 11. Action centre verte pour l'environnement (ACVE)
Private Organisations / Associations	<ol style="list-style-type: none"> 15. Songa Africa 16. Cultural Conservation Act-CCA 17. Wildlife Tours – Rwanda / Travel and Tourism Association 18. African Management Company 		

Appendix 3 Business opportunities

Organisation	Business Opportunities
REMA	<ul style="list-style-type: none"> • EE curriculum development • Training Plan development
Albertine Rift Conservation Society - ARCOS	<ul style="list-style-type: none"> • working relationship through an MOU
Wildlife conservation Society - WCS	<ul style="list-style-type: none"> • Ecosystem services - currently being set up - need lot of capacity building (3 yrs of project left) • MOU is possible • % of projects for cap bldg which KCCEM can implement • Nyungwe-Kibira collaboration - emphasise Francophone countries • Fire Management Planning Programme - aimed at snr officials, could be cascaded downwards & KCCEM could be involved • WCS building Cons Ed Centre in Nyungwe - possibly KCCEM could manage • Could be hub to international applied research students -apply to do training
USAID – PREDICT	<ul style="list-style-type: none"> • potential to include KCCEM in wildlife monitoring training under project, but through RESPOND • PREDICT = small grants for short courses (Mike Cranfield) • Should meet ex Dir MVGP and discuss partnership possibilities
Rwanda Development Board - RDB	<ul style="list-style-type: none"> • name creates client perception that has narrow focus • Community capacity building to manage birding routes = enterprise development and support + local community bird guides • Tourism Bill will mandate RDB with authority to certify + put grading system in place, then will be mandatory for guides to be trained on approved / accredited programme • KCCEM could be mandated to handle International University requests for research in the parks
Development Alternatives Inc. - DAI	<ul style="list-style-type: none"> • Nyungwe Tourism product development will require training of bird guides • capacity building of 5 community coops • KCCEM is part of project proposal and should be involved
Public Sector Capacity Building Secretariat - PSCBS	<ul style="list-style-type: none"> • Potential Support Areas: • Technical support to develop & implement QMS • Tech support to develop NQF aligned programmes • Cap bldg for staff to manage QMS • Cap bldg staff in marketing • Tech support in programme dev + submission for accreditation across a range of programmes
Workforce Development Authority WDA	<ul style="list-style-type: none"> • Potential cooperation through NUFFIC funded programme development and piloting
Greater Virunga Transboundary Secretariat (GVTS)	<ul style="list-style-type: none"> • KCCEM can compete for training services from 2012 onwards • second phase from 2012 and one of KRA's is capacity building of community, CBO's, tourism. • KCCEM can be invited to GVTS forum meetings to build networks in NBI/NELSAP/COMIFAC (RIFFEAC)
Rwanda Tour and Travel Association - RTTA	<ul style="list-style-type: none"> • 38 tour co's x 12 guides = 456 employed guides that need upgrading in RTTA • Is budget for planned guide training on plants, birds, animals for 30 people - open competitive bid • RTTA would consider partnership proposal from KCCEM

Organisation	Business Opportunities
Zoologische Gesellschaft Frankfurt - FZS – DRC	<ul style="list-style-type: none"> FZS building 60 bed tented training facility near Maiko NP for FR training, could be utilized by KCCEM
Institut National pour l'Environnement et la Conservation de la Nature (INECN)	<ul style="list-style-type: none"> Need for all forms of training (long, short, in-situ and in classroom) but lack of funds to pay for training. Ready to work with KCCEM to present Training projects for funding.

Appendix 4 Detailed recommendations for upgrading the infrastructure of KCCEM

Upgrading and Extending the Canteen Facilities

The specific objective components of the feasibility study specify that the report focus on upgrading and extending the canteen facilities, based on sustainable energy use (solar heating, biogas, recycling of waste water, solid waste management and energy saving technologies: Energy saving technologies such as energy-saving stoves can be extended to staff quarters as well

Further reference is made to the following aspects needing attention at the canteen:

- Sustainable Energy
- Heating
- Recycling Of Waste Water
- Solid Waste Management
- Energy Saving Stoves

The expected outcomes however are simple in stating a feasibility report detailing recommendations on the proposed extensions to the canteen facilities.

Two important assumptions here are that the focus is on the cooking facilities for the canteen as this is where all the objective components need addressing, and extend the canteen area supposedly to accommodate more clients.

Cooking Area

This section of the canteen is the one most in need of upgrading and greening to cater for the number of students and the discerning tourist market. The area is based on a medieval cook house where cooking takes place on open charcoal fires set approximately 1 meter off the ground requiring the cook to climb onto the structure when cooking in large pots because he cannot see therein.

Figure: the chef and his charcoal stoves



Vegetables are stored on the ground and the interlinking area between the cook house and the dining area is frequently visited by baboons that seem to have unrestricted access to the cooking area.

Figure: Vegetables stored on the floor



Exposed electrical wires and loose plug sockets supply the cookhouse with electricity. As all the cooking is done on charcoal and the area is covered in a fine charcoal dust. The charcoal bin is within the kitchen area adjoining the food store. Staff lives in a small room adjoining the kitchen area carrying out normal living functions and ablutions in close proximity to the rear entrance to the kitchen area.

Recommendations

It is strongly recommended that the kitchen gets a major make-over.

Roof structure and internal walls

The cookhouse is separated from the canteen by an open space that has been covered by a temporary roof structure. It is recommended that this be removed together with the ablution facilities, and the roof of the dining room is extended over both. The walls of the intermediate area are adjusted to increase the size of the kitchen area and allow for a modern kitchen design and work area, stoves and food preparation and storage area. It also closes off the kitchen area to animal and baboon access.

Figure: baboon access to the kitchen area



Cooking

Regarding cooking, the present heating is supplied from charcoal. Charcoal is the fuel of choice in the community and is derived from blue gum (*Eucalyptus* spp) an alien tree species from Australia. The charcoal is made from removing stands of *Eucalyptus* creating a mosaic of stands of varying tree ages. From a stand close to the College it was estimated that approximately 20 m³ of charcoal was manufactured from 1 ha using 13 charcoal pits. Charcoal is a huge industry in Rwanda and in the rest of West, Central and East Africa with many people employed in its manufacture and transport, with the accompanying economic contribution to the countries Gross Domestic Product. Irrespective of future plans for the industry, any change to the manufacture of charcoal must take into consideration the social and economic implications. I digress, however, from the purpose of this report but point out

that by becoming involved in the research surrounding this industry in the local community the KCCEM has a marvelous opportunity to contribute to human well being in the region. According to the Rwandan Environmental Management Authority, a buffer management plan for the Nyungwe National Park has been devised which addresses the sustainable utilization of the tree species in the buffer. The writing, however, is on the wall. At the unsustainable rate that trees are being felled for charcoal and the environmental effect that this has, a major national initiative is required to reach sustainability. The College can play a lead role in this initiative, and should be setting the example of the "new way". The proposed stove design that is vastly more efficient and environmentally friendly burns a smaller quantity of charcoal to heat volcanic rock to cook on. It uses a very small amount of electricity for the billows and the overall charcoal use is less than 20% of the existing stoves.

Figure: Charcoal/Volcanic rock stoves



We propose that 75% of the heating for cooking is replaced with low pressure gas and that the remaining 25% is upgraded to a more efficient charcoal burning stove as indicated in fig 7. KCCEM would ensure that charcoal supplied would be in collaboration with the Nyungwe National Park buffer management effort. To successfully achieve this objective, an integrated communications and applications plan as part of the KCCEM management and marketing plan is necessary. The charcoal bin would be moved to a more favourable position outside of the kitchen area with a chute into the kitchen for easy access.

A hybrid system of solar and heat pump heated water is recommended for the canteen complex. The two systems would produce 200 – 300 liters of hot water a day for food preparation, dish washing and general cleaning.

Canteen Recommendations

The present ablution facilities are inadequate for the proposed increased in number of people who will be using the canteen. The design of the ablution facilities are not tourist friendly and are difficult to clean and maintain. The roof structure of the ablution block does not conform to the rest of the College. Poor workmanship is evident and the fittings are not woman friendly.

It is recommended that the ablution facility is renovated to include the following: -

Roof

It is recommended that the roof of the canteen is extended over the kitchen and ablution areas in the same style and material as the rest of the campus building.

Ablution Facility

It is recommended that the entire space in this block is utilized as an ablution facility and that the staffs at present utilizing the space for living quarters are moved to more suitable facilities. The approach of the canteen and kitchen staff to their personal ablution must be improved to the same standards expected by the tourism industry, and in this regard there is no reason why they should not use the same ablution facilities. A separate ablution facility for the staff is therefore not necessary. A standard design for the men's and woman's section is recommended to include counter tops, mirrors, wash hand basins and towel rails and towels. The men's facility will include individual urinals while the woman's will include "SHE" bins for items that should not be deposited into septic tank systems. The woman's facility will be larger and have more counter and hand basin space.

Increased canteen capacity

There are two suggestions here. The first is suggested that a stretch tent is deployed in the grassed space adjoining the canteen to the north. This tent can be designed in modules so that the appropriate

size can be erected to suit the occasion. The example below is way too big but gives the idea of the design of tent suggested.

Figure: Increasing canteen capacity



The canteen can then host weddings and other community functions to increase its economical sustainability. The tent may also be used at off-campus sites for the mobile training unit and catered functions within the community.

Catering staff accommodation

It is not advisable to house catering staff at the canteen and kitchen facility. All staff accommodation on campus should be within the area allotted to staff accommodation. In this case, if the management of the campus so decrees, the staff may be housed where all the other staff is accommodated at present. Our recommendation however is that staff is accommodated in their own houses off campus and a transport system is implemented to get catering staff to and from the campus. This will be particularly necessary when shifts are implemented for the additional catering for additional students.

Terms of Reference 2: Upgrading the Available Accommodation Facilities

The specific stated objective for this ToR is to investigate the feasibility of upgrading the current accommodation facilities and extending accommodation for rangers and/or tourists with high quality and luxury canvas tents, which cover multiple purposes and are flexible in use. It was assumed that the accommodation facilities referred to were the student ranger facilities, the tourism/short course houses and the tented camp.

Extending accommodation for student rangers

The present student ranger accommodation block can house 20 people in 20 rooms. Each room has a shower and wash hand basin in a bathroom off the entrance hall, necessitating that the occupant must leave the security of their room to access the bathroom. A toilet block consisting of 8 toilets is situated some distance from the accommodation block and must be accessed over open ground under all weather conditions. The student block is also exposed to visitors to the canteen and the rest of the lower campus driving and walking past which infringes on their privacy. A major concern is that apart from the volley ball and basketball court, there is no indoor area other than the canteen where the students can form working groups or relax with friends and family. There is also no secure parking for student vehicles. There is no laundry and it is assumed that it is expected of the students to wash their cloths in a plastic bowl and iron them goodness knows where.

The following recommendations are put forward for this facility and it is suggested that the renovations to the student quarters are viewed in 3 phases.

Phase 1

1. The door of the room may be moved to the front of the entrance hall thus containing the bathroom into the flat and avoiding the necessity for the occupants to leave the flat to go to the loo. The water closet would be fitted with a toilet, a counter top on either side of the washbasin and a mirror.
2. The shower should be removed and replaced with a toilet.

3. Internally, the room needs no renovations other than to move the door. It is recommended that the furnishings be improved by removing the present dressing table and fitting two counter tops to act as desks. Each room will then house two students increasing the student capacity of the block to 40 students.
4. The toilet block becomes the shower block and is accessed by a covered walk-way.
5. A hybrid system of a solar water heater and heat pump is employed for hot water.
6. The wash-hand basins mounted on the wall of the present toilet block be replaced with laundry sinks and is covered, using the same roof covering as the walk-way, and paved forming a laundry area for the students. The present wash/cloths lines which are linear are replaced with rotating wash lines to save space.
7. An arched gateway and wall, tiled on the pitch with the same clay roofing tiles as used on all the buildings may be built at the main access to the student's quarters. This will reflect the local style of the area, where a closed courtyard is created for security and privacy.

Phase 2

The increase in the number of student increases social pressures demanding recreation and alone-time. There is no facility on campus that allows for this other than the canteen and the volley/basket ball court. It is therefore suggested that a recreation room is erected, adjoining and as an extension to the southern-most building in the block. This building will have a half wall looking out towards the south which will be closed with folding windows for security and in bad weather. The room will be divided to contain a private lounge for students to use as a prayer room, a private entertainment room for family and a space for small working groups. The rest of the facility will be fitted with a pool table and a TV, table tennis and entertainment centre. Tables and chairs may be placed on the lawn in front of the building under garden umbrellas.

Access to the recreation room will be from the north parallel to the eastern most-block along a paved pathway. This is to ensure the privacy of the area in the quad of the students' quarters.

The area to the north of the student block will be used for car parking in the future as the students arrive with their own transport. A demarcated parking area for formal parking with planted trees and shrubbery is required for at least half the envisaged number of students.

Phase 3

In the event that addition accommodation is required, a further expansion of 4 rooms is possible on the south west corner of the block. This would necessitate the addition to the shower and laundry block and the accompanying sewerage and septic tank infrastructure.

Upgrade Client houses

The houses at present may be up-grade to the state where each room is en suite by merely moving internal non-roof bearing walls and bricking up and establishing new doorways. This will establish 5 en suite rooms or small flats in each building, somewhat increasing the value of the buildings. At the same time the bathrooms must be upgraded to include shower cubicles and fitting taps. A counter top and mirror will be fitted to each bathroom.

The implementation of tents

The extension of the accommodation with luxury safari style tents is an exciting prospect. The views from the tents is nothing less than spectacular and as they touch the earth lightly as well as are integrated into the tea plantation with the local tea pickers as an advantageous activity to observe, project vision of the KCEM to be included into the community. The current project budget does not allow for the purchase of tents and the construction of appropriate platforms, but nevertheless, the design has been included in the study, in case KCEM will be able to get funding elsewhere.

Figure: Safari Tent Design



A site for 7 tents has been found to the west of the road between the canteen and the resource centre. The area covers 2230 m² and stretches over a distance of 134 meters. The tents will be approximately 15 meters apart, allowing for privacy in each tent.

Figure: Tent Site



The tents will be mounted on a wooden deck mounted on steel posts, and accessed by a boardwalk.

Figure: Boardwalk design



Construction and equipping of a Green Resource Centre

Explanation: The current project budget does not allow for a serious expansion/construction of a resource centre. Nevertheless, given the possibility of acquiring alternative funding, the expansion/construction of a Green Resource Centre has been worked out in the plan.

Based the construction of the centre on local design, sustainable energy use (solar), and a vivid source of "green" information (books, maps, extension materials, herbarium, etc.), the resource centre must make clients feel welcome. By using the symbols and designs of the region on the internal walls will automatically attract attention and inquisitiveness. A display with descriptions is

recommended. A pin-board stationed at the news corner may also be a good spot to decorate with Rift Valley welcome and intellectual symbols.

It is suggested that the present resource centre is big enough for the present and medium term (5 years) future of the College. We have submitted a design that includes:

1. Natural history section: this section will include a herbarium, egg collection, small mammal skull collection and the necessary identification keys and literature. It will promote the relationship with the staff of the Nyungwe National Park and at the same time offer a facility for education. It will also offer a graphic presentation of the research and management network of the Albertine Rift area with whom the College is networking. A website list will be available on the College website and as a poster in this section.
2. Library: a modern College library today not only has a vast book, journal and scientific paper collection, but subscribes to E-copies of journals and magazines. This section together with the natural history section and the librarians' office space takes up 40% of the floor space.
3. Storeroom: A storeroom to store library equipment and stationary is provided
4. IT server room
5. IT office,
6. 14 -16 computer stations,
7. Conferencing space
8. Reading section which can be converted into a conferencing section.
9. News Section Here is also a space for making tea & coffee with a water fountain and lounge chairs and coffee table. This is the News Section where the daily newspapers and journals are displayed. This area can be partitioned off using moveable room dividers so that private groups can have discussions.
10. Room dividers can be used to close off the conferencing area for gender sensitive talks, work sessions and lectures. The total area can cater for 50 people at any on time. By putting tables under umbrellas on the lawn in front of the resource centre, this number can be increased dramatically.
11. The equipment required for workshops and small conferences must also be fitted to include a ceiling mounted digital projector, a pull-down screen, relevant electrical and cable fittings or Wi-Fi, flip charts, and pointers.

The entire centre may be powered by solar energy. There are no large systems that we can find in Rwanda, but 8000 kw/h systems are available and this coupled with the appropriate number of solar panels and batteries would be adequate. An important criterion is to choose a modular system which can be expanded in the future to produce more energy.

By installing Wi-Fi in the resource centre, it would disperse with the cables and plugs, cutting costs considerably. It would also ensure that the equipment installed remains modern and functional. It is important that the library subscribe the appropriate scientific journals and has an address list of members who are informed of their arrival. This would include all old students and protected area staff.

A printing and publishing section within the librarian's domain is important for the production of student assignments, lectures and modules. This need not be elaborate, but must include a good printer/copier and a computer with simple-to-use publishing software.

The ablution facility is small and cannot be redesigned into gender-separate facilities. A new addition to the building will have to be made towards the east to cater for two toilets designed similarly to the canteen toilets.

Figure: Resource Centre



Site plans for proposed building development

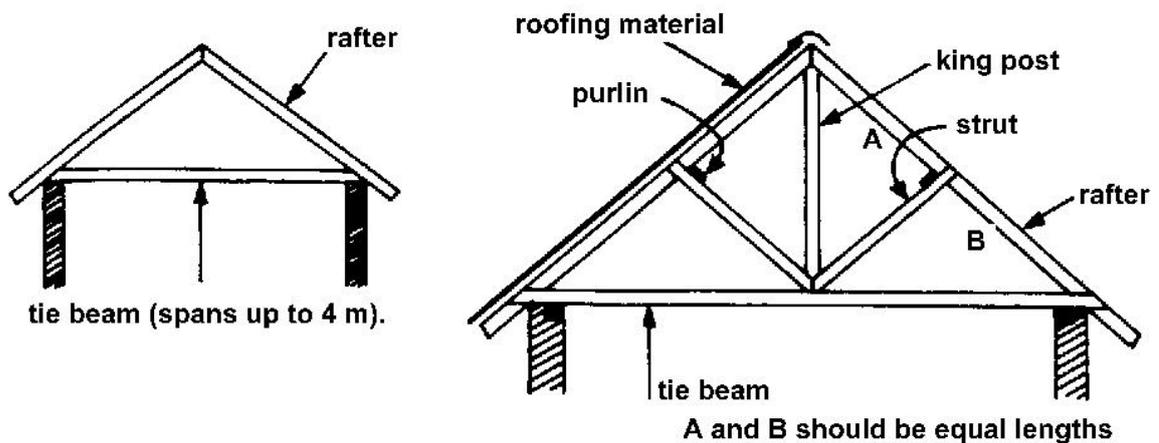
Plans and bills of quantities have been prepared for the following facilities:

- Student block
- Tents
- Tourist accommodation
- Canteen
- Resource Centre
- Roads and footpaths
-

Classrooms

Repairs to the classrooms are of utmost importance. Since the removal of the internal roof-bearing walls in a previous renovation, the roof structure has pushed the walls outwards.

Figure: Roofing terms



There also seems to be damage to the foundations at the northwestern corner of each building. All three classrooms have exactly the same damage. Unless this movement is stopped, certain parts of the walls will fall and major structural damage to the roof will result. This is not as a result of the tiles being too heavy for the walls, but that the trusses and outer wall structure were never designed to carry a roof over the span.

The damage can be easily rectified. The first requirement is that the movement is stopped and that the truss structure stabilized to stop further sagging of the roof ridge and outward movement of the roof edge. This can be achieved by inserting six solid H-beams alongside the main tie beams to support the roof. These H-beams will themselves be supported by steel pillars embedded on the outside of the walls. The intention is to support the roof completely making it independent from the walls by interconnecting longitudinally the new steel H-beams upon which the existing tie beams will then rest. Renovations and repairs to the outer walls can then take place. Between the H-beams, steel cables tightened with turn-buckles will stretch from flat steel plates on the outside of the walls thus stopping further movement of the walls outwards. Those areas of the walls which have been pushed outwards can be repaired by removing the bricks neatly and rebuilding the walls with the same bricks.



Figure: The outer wall of the classroom forced out by the roof beams

The cracks in the foundations must be investigated further by opening them up. In the event of the cracks going through the foundations, they can be repaired and strengthened. I suspect however that the outward wall movement has placed pressure on the foundations at this point and by lifting the roof off the walls this movement will stop. Superficial repairs to the foundation would then be sufficient.

The manufacture of the steel structure will have to be either in Butare or Kigali and transported to site. As the beams will be transported in sections, this should not present a problem.

The repairs to the classrooms will require professional supervision and technical care. Jacks will be employed to lift the roof ridge beam literally millimeters to pull the fascia in to correct the outward movement. This is only necessary where the wall has given way as the rest of the roof seems to be stable. However, any renovations will include tampering with the external walls and in turn weaken them which may cause the same wall and roof movement throughout the building. This is why we suggest an independent structure to support the roof in its entirety.

Administrative Block

The reason for the KCEM staff requiring a new administrative centre is because they are utilizing Nyungwe National Park office space and that their occupation there is tenuous. Obviously, as part of a full risk assessment, this would be substantiated and quantified, and, given the cost of a new facility eroding into available funds and maintenance budgets long into the future, it is suggested that this is be done.



Figure: Recommended Administrative block site, view facing north above the resource centre

In the event that there is no other option than to build a new administrative complex, we would recommend the following.

The business plan should indicate the number of staff members required to carry out the envisaged functions of the College. There would also be additional visiting lecturers and interns requiring office space. Adequate office space would free up the present office below the resource centre which would then be used as a classroom, increasing the number of classrooms to 6 and the number of student capacity to 150.

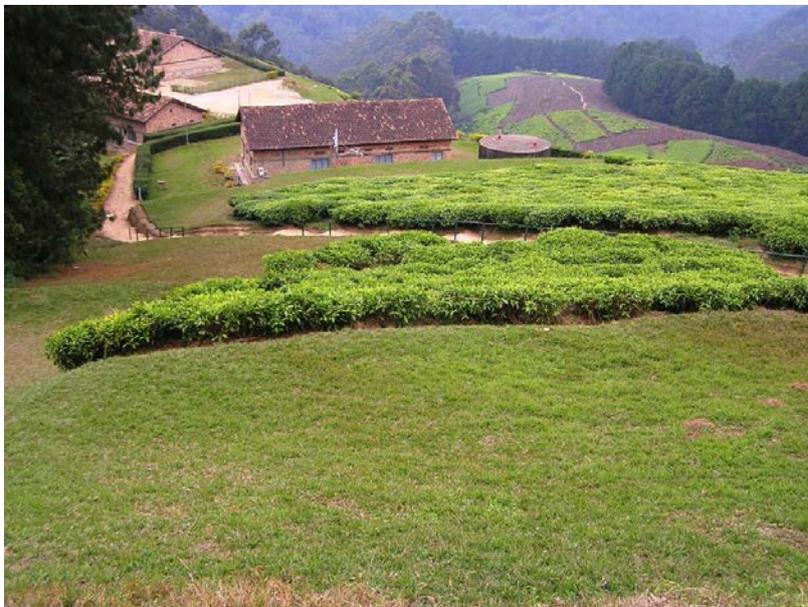


Figure: Admin Block Site looking southwest

An administrative facility should cater for all the administrative needs of a modern business. An important addition to the functionality of this building is space for receiving and registering students and visiting lecturers, and general tourists and day visitors. This facility would cater for the Chief executive officer and his personal assistant, the chief financial officer and his bursar/book keeper, procurement officer and asset manager/security, the personnel manager, administrative secretary, head of faculty, head of long courses and head of short courses with assistants, senior and junior lecturers and tea lady/cleaner. That makes up a basic staff component of about 15 to 20 people. Be

this as it may, function comes before form and the need for this number of positions must be driven by the increase in the number of courses and student. So, with this in mind we have designed a facility which can suffice initially and can be extended while maintaining aesthetics and architecture.

The suggested site is opposite the existing Nyungwe National Park offices on the southern side of the entrance road. The building will be two storied with the upper story level with the road presenting as a single story when looking south, and with the lower story on the existing terrace below presenting as a double story when viewed towards the north. The upper story will be accessed from the north opposite the Nyungwe NP offices and therefore creating oneness with and seen as part of this conservation facility.

Any extension to the complex may be developed on subsequent terraces and interconnected with covered walkways. There is space for a further two single or double story (preferably single) buildings on these terraces. It is recommended that the same building and roofing material is uses as the rest of the campus (stone, brick and tile).

The internal layout of the offices will be modern and functional and will include a conferencing room for internal meetings. Each section will be clustered around the sector head placed appropriately to their function. In other words the financial section will be situated at the front upper floor of the building facing north near reception for the bursar to collect moneys without disturbing the other sectors. The lecturers and course coordinators will occupy the lower floor looking south with easy access to the campus and students.

Appendix 5 Logical Framework Strengthening KCCEM to build the capacity of conservation professionals in the Albertine Rift Region (NICHE / RWA / 025)

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
Overall objective: Strengthening INRM capabilities among environmental organizations and their staff in the region to contribute to biodiversity conservation as embedded in sustainable development and gender policies and practice of the ARR	Conflicting interests between conservation sector and local/regional/national development objectives	Increased evidence of new conservation-development synergies benefiting both conservation and human livelihoods in the strategies of environmental organisations in the ARR			Strategy documents of environmental organisations in the region Feedback from stakeholders	
	NPS staff not well equipped to manage human-wildlife conflicts	Improved staff performance of Rwanda's National Park Service and other organisations within Rwanda and the ARR			Qualitative interviews and surveys Feedback from stakeholders and clients	
	Strong gender policy available in Rwanda NPS still has a male dominated work force; No female guard and wardens in Rwanda's national parks, only limited number of female guides;	Increased number of female KCCEM alumni employed at Rwanda's National Park Service and other relevant environmental management institutes			NPS employment records KCCEM alumni database	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
	No gender audit in NPS					
	High incidence of human-wildlife conflicts in the region	Decreased number of conflicts in and around national parks, between park management objectives and the development objectives of adjacent communities			National park records Police records Feedback from stakeholders	
	Limited tourist facilities available; potential for growth available; NPS staff not well trained to meet high tourist demands	High level of satisfaction of visiting tourists, and increased share from conservation related tourism to Rwanda's national income			Tourism registration records National income statistics	
Specific objective: The mainstreaming of the INRM approach and principles into the overall organisational structure of KCCEM	KCCEM is a new; although small, it is rapidly growing, and having a good reputation	KCCEM recognised as regional centre of excellence on INRM			Official recognition by Rwanda Government and by RIFFEAC	Favourable policy context for sustainable natural resource use within Rwanda and the entire ARR
	No demand driven business model operational	KCCEM having a demand driven and operational business model			Operational business model available	Continued demand for conservation professionals in Rwanda and beyond
	No adequate service delivery based on demand	KCCEM having adequate service delivery through education/training, research and outreach			KCCEM annual reports, student enrolment records, research and outreach programmes in place	Continued commitment of KCCEM management and staff to implement the proposed changes
	No perceived demand for female KCCEM students in professional sector	Increased enrolment of female students of KCCEM at the Rwanda's National Park Service and other relevant environmental management institutes			NPS employment records KCCEM alumni database	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
Result area 1: KCCEM functions as a regional centre of excellence in teaching, applied research and outreach, and functions in a viable manner as a public institution according to its mandate and mission	<p>KCCEM is presently a project under RDB, and depend on centralised administration and management; KCCEM is presently pursuing legal status RDB is undergoing a restructuring in which it may envisage KCCEM to become independent At present, no training plan exists for the conservation sector in Rwanda and beyond</p>	KCCEM is a leading training institute within the region, recognised by RIFFEAC, drawing clients for education, training and other services from Rwanda and beyond			Official recognition by RIFFEAC Student enrolment records Project portfolio	<p>RDB remains to be supportive to the proposed institutional changes of KCCEM</p> <p>KCCEM management and staff remains to be committed to implement the proposed changes, even if they require a fundamental change in management style and organisational culture</p> <p>NRM remains to be high on the region's political agenda, so that there is a continued demand for conservation professionals</p>
		KCCEM is consulted by Government agencies on biodiversity conservation and sustainable development for policy advice and consultancies			Project track records Feedback from government agencies	
		KCCEM's organisational set-up is in place, and in line with its mandate and chosen strategies			KCCEM business plan prepared and made operational	
		KCCEM is actively networking with sister training institutes in the region (RIFFEAC) and beyond				
Activity 1.1 Undertake a regional Training Needs Assessment to respond to the actual demand for education, training and services		Inputs: Meetings with consortium members, KCCEM, and regional stakeholders	A,B,C	G,C	Training needs assessment report available	
Activity 1.2 Undertake a national and regional market study to identify the specific niche for KCCEM in offering its services		Meetings with consortium members, KCCEM, and national/regional stakeholders	A,B,C	G,C	National and regional market study reports available	
Activity 1.3 KCCEM develops a vision of its aspired future in a multiple stakeholder context		Workshop with consortium members and KCCEM	A,C	G	Workshop report	
Activity 1.4 Engage in an organisational analysis of KCCEM to compare current organization set-up, work processes, organisational culture, and institutional setting with the aspired future		Workshops with consortium members and KCCEM	A,B,C	G	Workshop report	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
Activity 1.5 Adapt mandate, mission, strategy, organizational set-up, and work processes accordingly, when necessary		Coaching of KCCEM management and staff	B	G	Feedback from KCCEM staff	
Activity 1.6 Design a communication strategy for KCCEM to engage interactively with its stakeholders, potential clients and alumni		Workshop and coaching	A,B, C	G	Workshop report, cost in budget	
Result area 2: A business model developed with KCCEM, based on the INRM approach and principles, including diploma courses, professional courses, short courses, consultancy services and outreach activities based on TNA, market inventory and business plan	No demand driven business model operational; Courses are predominantly offer-driven; No training plan exists for the conservation sector in Rwanda and beyond	High value services delivered by KCCEM			KCCEM annual reports Business model operational Training packages offered Student enrolment records Project portfolio	Continued commitment from KCCEM management and staff, to mainstream INRM in all its programmes and activities Continued interest amongst regional stakeholders to participate in TNA and market studies
	KCCEM strongly depends on RDB budget allocations (half of its total budget) Generated fees form only 10% of the total budget	Financial viability of KCCEM			Financial administration reports	
Activity 2.1 Stepwise support to KCCEM management in shaping up its business model, including the development of an income generation strategy, and assistance to the adaptation of an appropriate organizational set-up, if necessary		Inputs: Workshop and coaching	A,B,C	G	Workshop report	Continued demand from stakeholders for diploma courses, short courses, consultancy services and outreach
Activity 2.1. Organise multiple stakeholder workshops to contribute to the design of the business model		Workshop and coaching	A,C		Workshop report	
Activity 2.3 Organise internships for KCCEM staff at the consortium partners colleges, aimed at a proper application of their business models, and reflection on optimal value service delivery		Coaching and internship	B	C	Internship report	
Activity 2.4 Regular review of KCCEM performance, against objectives of business model and plan, offer backstopping and coaching to KCCEM management		Coaching and backstopping	B	G	Backstopping report Feedback from KCCEM staff	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
Result area 3: KCCEM staff capacities strengthened in designing competence-based learning programmes at certificate and diploma level; and tailor-made short courses for current mid-career professionals; in both English and French	Only long course programme catering for governmental conservation personnel; Professionals only make up 20% of KCCEM training staff; Permanent staff still has to be recruited (quantity) and trained (quality and expertise) Trainers are predominantly university based Need for competence based learning has been identified	KCCEM offers a coherent package of learning programmes in line with its mandate, in both French and English, in a professional manner (planned, efficiently delivered and quality-controlled)			Business plan available and operational	Continued KCCEM staff availability, and willingness to learn, also when this requires fundamental changes in their approaches and teaching methods Optimal team work within KCCEM staff, between KCCEM staff and management, and between KCCEM and the consortium
		Capacity of (visiting) staff to design and deliver a demand-driven short-course programme for mid-career professionals			Demand driven short course programme available and operational	
		PhD research completed, and relevant for achieving the objectives of this NICHE project			PhD thesis prepared and defended	
3.1 Training of (visiting) staff in (re) designing 2 competence-based diploma-level courses in line with INRM approach and principles		Workshop and coaching Consultancy services from a regional service provider	B,C	G	Workshop report Consultancy report	
3.2 Internships for teaching staff at the consortium partners colleges		Internship, coaching	B	C	Internship report	
3.3 Build management/staff capacity to review and (re)design a short courses programme for professionals in both English and French, in collaboration with stakeholders		Workshop and coaching Consultancy services from a regional service provider	A,B,C	G	Workshop report Consultancy report	
3.4 Build capacity of (visiting) staff to design short courses in line with INRM approach and principle		Training of teachers/trainers Workshop and coaching	B,C	G	Training materials available Training report Workshop report	
3.5 Assist in putting in place a system of quality assurance mechanisms for quality monitoring of learning programmes and services		Workshop and coaching	A,B,C	G	Workshop report	
3.6 Wageningen University supervising PhD research of 1 KCCEM staff member on competence-based learning at training institutes		4 years PhD sandwich construction		D	PhD thesis prepared and defended	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
such as KCCEM, and biodiversity conservation embedded in sustainable development						
Result area 4: KCCEM offers a relevant and cost-effective training programme (designed and delivered by capable staff) for conservation professionals, tailor made to their needs, in both English and in French	<p>Professionals only make up 20% of KCCEM training staff; No teaching staff training has taken place between 2006-2010;</p> <p>Only 60% of trainers is bilingual;</p> <p>Student command of English is still limited;</p> <p>However, there is a national obligation to teach in English</p> <p>Course materials in French, applied to the African context are scarce;</p>	<p>KCCEM delivers a coherent package of learning programmes in line with its mandate, in both French and English, in a cost-effective manner. More specifically:</p> <ul style="list-style-type: none"> • Diploma programme in NRM is offered • Ongoing wildlife diploma is reviewed • Demand-driven short course programme for mid-career professionals (size to be determined during inception) is offered • Complementary vocational/professional curriculum for university graduates is developed and offered • Short courses to enhance the practical field training skills of Environmental Education teachers is offered • KCCEM has become bilingual 			<p>Diploma programme designed and operational</p> <p>Short course programme designed and operational</p> <p>Vocational/professional curriculum for university graduates designed and operational</p> <p>Courses available in both English and French</p>	<p>Business model including academic and professional modules successfully designed, and staff capacity sufficiently improved to successfully deliver the newly developed training packages</p> <p>Financial capability of KCCEM to recruit new personnel, either on a permanent basis, or on contract basis</p> <p>Maintained demand within the region for integrated and people-oriented NRM training and services</p> <p>Favourable learning environment provided by EFG and SAWC, for interns to optimally learn from their study tours</p>
		KCCEM administration and technical staff is efficiently supporting the delivery of			Annual plans, annual reports	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
		learning programmes and other services				Full openness of EFG and SAWC management and staff, for interns to not only learn from their successes, but also from their mistakes and failures
		(Project-funded) investment plan is in place			Annual plans, annual reports	
Activity 4.1 Build capacity of (visiting) staff to deliver learning programmes (long and short courses) in line with INRM approach and principles		Workshop and coaching	B,C	G	Workshop report	
Activity 4.2 Coaching of (visiting) staff in delivering diploma-level courses (including practicals, group assignments, problem-oriented methodologies)		Coaching and backstopping	B,C	G	Backstopping report	
Activity 4.3 Build capacity of administrative and support staff to manage the efficient delivery of learning programmes		Workshop and coaching	B,C	G	Workshop report	
Activity 4.4 Internships for administrative and support staff at consortium partners colleges		Internship KCCEM staff	B,C	C	Internship report	
Activity 4.5 Draw lessons from the experiences of consortium partners in managing training centres for optimal capital investments over the 4-year project period		Continuous reflection				
Result area 5: KCCEM runs a cost-effective applied research programme providing field expose and research skills for students; and access to appropriate research facilities and networks for visiting researchers and academic interns	Although part of KCCEM mandate, there is no applied research programme in place yet; Field exposure of students is insufficient; Apart from the principal, none of the permanent staff is capable to supervise applied research projects; Rehabilitated houses for staff and visiting researchers available;	Academic staff is capable of supervising applied research projects			Applied research programme put in place and being supervised	Maintenance of demand for applied research by stakeholders in the region
		Research infrastructure capital investment plan in place			Physical infrastructure available	
		Functional electronic library in place			Electronic library	Maintained interest in NRM related research amongst external researchers and visiting academics within the region

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
	There is a library being established, but not yet given an electronic base					
Activity 5.1 Build capacity of (visiting) staff to infuse practical assignments in learning programmes		Workshop and coaching	A,B,C	G	Workshop report	
Activity 5.2 Design with (visiting) staff and stakeholders an applied research programme that is coherent with the learning programmes, and offers (costs-recovery) partnerships with relevant stakeholders		Coaching	A	G	Feedback from KCCEM staff	
Activity 5.3 Draw lessons from experiences of similar education/research institutes in the region on costs-effective applied research programmes for optimal capital investments over the 4-year project period		Coaching	A	A	Feedback from KCCEM staff	
Result area 6: Full participation of women and gender interests in KCCEM (the organization, the academic/professional training programmes, research and outreach) offering women better opportunities to compete on the labour market, and improve gender sensitive NRM within the region	No female long course students at KCCEM; Intake criteria not favourable for female students intake; No gender in curriculum Limited opportunities for women in the sector's labour market	Gender integrated in curriculum			Curriculum outline	Continuation of the Rwandese government gender policy
		Gender is addressed in all research activities			Research proposals and reports	
		Gender awareness of staff enhanced			Gender sensitive staff behaviour	
		Representative number (50%) of female researchers/short course students			Student enrolment records	
		Representative number (equal to male number employed) of female alumni employed			Alumni database	
		Gender focal points monitor the implementation of the gender strategy			Gender focal points appointed and functional	
Activity 6.1 Undertake a participatory "gender scan" of the organisation, its management instruments, work processes and daily practice; its learning programmes and approach, and other service		Workshop and coaching	A,B,C	G	Workshop report	Increased interest amongst women, to positively respond to improved conditions and opportunities to enrol in KCCEM training and subsequent employment by environmental organisations within the

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
delivery						region
Activity 6.2 Jointly agree on a gender action plan to mainstream gender in the organisation and its programmes, in line with national policy and KCCEM mandate		Workshop and coaching		G	Gender action plan available	Maintenance of good relations between KCCEM, NPS, stakeholders and gender advocacy organisations within the region
Activity 6.3 Build capacity of (visiting) teaching staff to mainstream gender in programme and research design and delivery		Workshop and coaching	A,B,C	G	Workshop report	
Activity 6.4 Broker knowledge and network between KCCEM, National Park Service, regional stakeholders, and gender advocacy organisations in Rwanda		Coaching		G	Frequency of contact (mails, telephone, meetings), annual reports, reports of meetings	
Result area 7: Periodic reflection, monitoring and evaluation of the change processes at KCCEM and its institutional environment, towards meeting regional demand	Stakeholder consultation in place, but on irregular basis; Stakeholder engagement predominantly at national level	Learning oriented M&E mechanism operational Culture of learning in place enabling KCCEM to adapt the project strategy at an annual basis			M&E plan Open and learning oriented attitude of KCCEM staff and management	
Activity 7.1 Develop an effective learning-oriented M&E system at result and impact levels to steer project implementation		Workshop and coaching	A,B,C	G	M&E system designed and operational	Maintained interest amongst stakeholders to participate in KCCEM activities, and to join their reflection process on improvements within the NRM sector
Activity 7.2 Organise regular combined reflection and planning sessions of management, staff, partners and stakeholders		workshops	B,C	G	Workshop reports	Responsiveness of stakeholders to ground implementation and learning in practice
Activity 7.3 Identify and engage external stakeholders to ground implementation and learning in practice (in the labour market)		coaching		G	Active stakeholder engagement, annual reports of stakeholders Feedback from stakeholders	Willingness of all parties involved to continuously learn and improve
Result area 8: Continuous stakeholder engagement and networking in developing a learning	Regular stakeholder consultation is taking place; National TNA has taken	Stakeholder engagement mechanisms are part of management and strategy			Reports of stakeholder meetings	Continued engagement of relevant stakeholders

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
strategy for KCCEM, in design and delivery of its learning programmes and its institutional development as educational centre of excellence	place; Collaboration in regional networks (RIFFEAC) at a starting point	Strategic plan elaborates the advantages of collaboration with sister wildlife/environment schools in Rwanda and beyond			Strategic plan	Good communication between KCCEM and its stakeholders, and KCCEM and the consortium
Activity 8.1 Encourage joint ownership of KCCEM vision, strategy, learning programmes and other services amongst stakeholders		Coordination, planning, reporting		G		Continued regional demand for KCCEM learning programmes, applied research and other services
Activity 8.2 Actively engage stakeholders (future employers) in the design and delivery of learning programmes and applied research projects		Coordination, planning, reporting		G		Willingness of all parties involved to continuously learn and improve
Result area 9 Project coordination and management in place		Active communication and overall functioning of the project			Management reports, annual plans, annual reports Feedback from consortium members	Excellent communication between KCCEM and the consortium
Activity 9.1 Coordination and management in Rwanda				G		Excellent communication between the consortium members
Activity 9.2 coordination amongst consortium and overall project management		Coordination and management in Rwanda	A	A,G	Frequency of communication, feedback from management and consortium	
Activity 9.3. Annual audit		Coordination amongst consortium and overall project management	G		Frequency of communication, feedback from management and consortium	
Result area 10 Investments at KCCEM in support of project results		Investment plan prepared and implemented Infrastructure put in place			Physical infrastructure in place	Investments meet the required standards
Activity 10.1 Investments to be determined during inception period				F		
					Preconditions	

Project description	Benchmark (present situation)	Performance indicators	Inputs expected from applicant organisations	Inputs from the requesting organisation	Means of verification	Assumptions
					<p>Full understanding of the underlying principles of the project, full agreement on the strategies and activity plans, optimal clarity on roles and responsibilities, and open and effective communication amongst all parties involved</p> <p>Continuous and full support of the Rwandese government, and major stakeholders involved</p>	

Appendix 6 Organizational Assessment Tool

1. STRATEGIC LEADERSHIP AND GOVERNANCE

A. To what extent does strategic leadership affect the adoption/implementation of the proposals?

- The responsibilities for leadership and decision-making are known and distributed appropriately?
- People are willing to express new ideas to those in positions of power?
- Leadership practices participatory management?
- Leadership is flexible, and it welcomes change?

B. To what extent is strategic planning capacity available for the adoption/implementation of the proposals?

- The organization has a strategic plan?
- The strategy has helped clarify priorities, thus giving the organization a way to assess its performance?
- The strategy is used to help make decisions?
- The organization has a process for on-going review and updating of its strategy to reflect proposed changes?

C. To what extent does KCCEM governance structure affect its performance?

- The governing structure both clarifies and supports the organization's direction?
- A charter (or other written document) provides an adequate framework for carrying out the mission of KCCEM, and for dealing with external and internal challenges?
- Does the governing structure facilitate the adoption/implementation of the proposals?
- Does the governing structure supports KCCEM to work towards its mandate in an effective and efficient manner?

D. Does KCCEM's organizational structure facilitate or hinder the adoption/implementation of the proposals?

- The organization's structures support the adoption/implementation of the proposals?
- The roles within the organization are clearly defined but flexibly enough to adapt to changing needs?
- Departmental lines or divisions between groups are crossed easily, particularly when collaboration means an improved product, program, or service?
- Coordinating mechanisms are in place to facilitate access to other units within the organization?
- The organization offers clear lines of accountability (individual, group, and organizational accountability)?
- The structure relating to responsibility for performance makes organizational sense and facilitates the work?

2. HUMAN RESOURCES

A. To what extent does KCCEM's ability to plan for its human-resource needs affect adoption/implementation of the proposals?

- The right people are in the right jobs in the organization to implement these proposals?
- The organization knows how and where to find the people with the skills needed to fill its needs?
- To what extent does KCCEM have adequate staffing procedures to ensure its performance?

B. To what extent has KCCEM adequate staffing procedures to ensure the adoption/implementation of the proposals?

- Does KCCEM has an adequate staffing system to allow it to quickly respond to market opportunities?
- The organization has appropriate job descriptions or equivalents to determine the positions it is staffing for?
- The organization has an appropriate system for selecting candidates (for example, reviewing CVs, conducting interviews, checking references)?
- Individuals in charge of selection are appropriately trained to carry out this function (interviewing and listening skills, politeness, good judgment)?

C. To what extent does KCCEM have appropriate human-resource development systems and approaches to ensure its performance?

- The organization has a policy for training and development, as well as a budget for training in the relevant domains?
- The organization encourages staff members to continue to learn and develop (by providing incentives for learning, by paying training costs, etc.)?
- The organization has plans for mentoring younger staff members to help them advance in their careers?
- People see career opportunities in the organization?
- The organization has measures in place for dealing with harassment in the workplace?

D. To what extent does KCCEM have an appropriate system for assessment and reward that is fair and motivating (to go through changes)?

- Staff members see an adequate correlation between compensation and performance?
- Staff members are generally satisfied with their compensation?
- Compensation packages are externally competitive for the sector?
- The organization motivates staff with both monetary and non-monetary rewards?

3. FINANCIAL MANAGEMENT

A. Does KCCEM undertake adequate financial planning to support the adoption/implementation of the proposals?

- The organization undertakes adequate budgetary planning?
- Budget plans are timely?
- Budget plans are updated as financial information comes in?
- Human resources are adequate to ensure good financial planning?
- Bank accounts are managed in line with effective financial management?
- Grants or loans are properly managed?
- Decision-making relies on monitoring and analysis of the ratio of actual to planned budgets?

B. To what extent is the current KCCEM financial management system adequate to adopt/implement the proposals?

- The organization has adequate staff to record financial information?
- The organization has an adequate bookkeeping system?
- A procedure is in place to control and record the assets of the organization?
- Reports are provided to managers, Boards, funders, etc. at regular basis and timely?
- Financial information is contextualized in a strategic or business plan, and reports?
- A financial system is in place that can adapt to changing organisation structure?

4. INFRASTRUCTURE

A. Is KCCEM's facilities and infrastructure adequate to support the adoption/implementation of proposals?

- The buildings and internal services (for example internet, electricity) are adequate to support implementation proposals?

- Access to international information is provided to all units through library and information management systems?
- Communications systems (hardware) function at the levels required?
- An ongoing maintenance budget supports adequate maintenance systems and procedures?
- The organization effectively and efficiently manages the infrastructure, including building and equipment maintenance?
- An individual or a group within the organization is responsible for adequate planning to address ongoing infrastructure concerns?

5. PROGRAMME MANAGEMENT

A. To what extent does KCCEM have sufficient planning capacity to adopt/implement proposals?

- Each program area and each major project has a written plan?
- Program and project plans are linked to the organization's mission?
- The organization's programs and projects are consistent with its mission, needs, strategies, and priorities?
- Program planning takes into account technological, economic, gender, social, and environmental aspects to ensure the applicability of programs?
- Programs are given adequate timelines?
- Programs have adequate budgets?
- Program planning includes an adequate analysis of roles and responsibilities?
- A procedure is outlined to monitor results?

B. To what extent does KCCEM appropriately implement its programs?

- Staff support the organization's efforts to get programs accomplished and to get products and services to clients and beneficiaries?
- Staff members work together to provide good products and services?
- The program team has good problem-solving skills?
- Resources are efficiently used to provide the product or service?
- Schedules are adhered to in a reasonable fashion?

C. To what extent KCCEM appropriately monitor and evaluate its programs?

- Monitoring and evaluation systems are in place?
- Does KCCEM measure client satisfaction?
- Program staff receive feedback on program performance?
- The monitoring and evaluation process includes adequate opportunities to clarify roles and responsibilities?
- Timelines are monitored to reduce overruns?
- Budgets are reviewed in a timely fashion?
- Programs are reviewed on a regular basis to determine how well they contribute to the organization's overall strategy?
- Drawing lessons is encouraged?
- Staff members see monitoring and evaluation as ongoing and normal processes?

6. ORGANISATIONAL PROCESSES

A. To what extent does KCCEM's organisational planning process contribute to adopting/implementing the proposals?

- The process of planning contributes to the strategic direction of the organization?
- Organisational plans are clear, and they provide adequate direction for the organization's members?
- Plans, policies, and procedures are generally followed?
- Planning is part of the organization's culture?
- Staff members feel that they are involved in planning?
- Planning is linked to monitoring and evaluation?

B. Do the problem-solving and decision-making processes support KCCEM in carrying out its functions?

- The implementation of work flows smoothly at every level of the organization?
- Decisions are timely?
- Performance gaps and opportunities are identified quickly enough to resolve them to the benefit of the individuals involved and the productivity of the organization?
- Problem-solving and decision-making mechanisms are in place?
- Problem-solving and decision-making are adequate in departments and for important projects?
- The staff members feel empowered by the problem-solving and decision-making processes?
- The staff members try to solve problems before they become big concerns?

C. Is KCCEM's performance (and proposed changes) effectively supported by its communication system?

- People in the organization feel there is adequate, ongoing communication about the organization's activities?
- Staff members receive information about the organization's mission and its progress in fulfilling the mission?
- People have easy access to others they must deal with in the organization and can easily communicate with them?
- Written communication is adequate?
- Meetings are viewed as productive ways of communicating?
- Adequate use is made of communication technology?
- Listening is valued?
- Cultural (and gender) diversity is a consideration in communicating with others?

D. Is KCCEM's monitoring and evaluation adequate to improve performance as an organisation?

- Policies and procedures are in place to guide evaluation and monitoring?
- Resources are assigned to monitoring and evaluation?
- Monitoring and evaluation are valued at all levels in the organization, as ways to improve performance?
- The organization has an evaluation plan or performance-monitoring framework?
- Strategy, program, policy, and budgetary documents mention evaluation results?
- People have the skills to perform monitoring and evaluation?
- Monitoring and evaluation processes are valued?
- The organization learns lessons from monitoring and evaluation and makes changes as a result?

7. INTER-INSTITUTIONAL LINKAGES

A. Has (or can) KCCEM established or pursued external linkages adequate to support the adoption/implementation of proposals?

- The organization has adequate formal and informal linkages with like-minded organizations?
- Institutional linkages are adequately supported?
- Institutional linkages contribute efficiently to the organization's goals and mission?
- Fruitful, ongoing partnerships with external organizations through these linkages bring new ideas or resources, or both, to the organization?
- The organization is using these linkages to communicate information about its work?

Appendix 7 Organizational Assessment Gaps and Recommendations

COMPONENT	CURRENT CAPACITY	GAPS	HOW TO ADDRESS GAPS	SCORE
1. STRATEGIC LEADERSHIP AND GOVERNANCE				
1. A. To what extent does strategic leadership affect the adoption/implementation of the proposal	Limited at a certain level	Knowledge of decision making process Lack of delegation Delays in progress	- Define the lines of decision making - Make them known (regular communication within KCCEM) - Clear delegation of tasks / limits of authority	2 2
1. B. To what extent is strategic planning capacity available for the adoption/implementation of the proposal?	Good (we used to have a strategic plan, now expired, the business model developed will be guiding in strategic planning)	Limited expertise strategic plan in place (expired)	- Develop capacity of KCCEM - Outsource - Develop strategic plan and validate/ratify	2 3
1. C. To what extent does KCCEM governance structure affect its performance?	Not formalized (not clear)	- Lack of formal organization structure - Lack of legal establishment of KCCEM and legal framework(BoD)	- RDB addresses the governance structure of KCCEM - Establish Board of Directors(BoD) - Autonomy i.t.o. legal/financial/decision-making	3 3
1.D Does KCCEM's organizational structure facilitate or hinder the adoption/implementation of the proposal	IDEM	IDEM - structure does not meet organisational needs - formal communications lacking	IDEM - amend structure to be effective for KCCEM business - regular staff meetings	3 2
2. HUMAN RESOURCES				
2.A. To what extent does KCCEM's ability to plan for its human-resource needs affect adoption/implementation of the proposal		Limited capacity to implement no internal function	Approve and revise HR policies autonomy – organizational function	2 3
2. B.To what extent has KCCEM adequate staffing procedures to ensure the adoption/implementation of the proposals	YES	NO have to follow public service criteria when recruiting (inflexible)	Nothing to change KCCEM policy and criteria developed	1 3

COMPONENT	CURRENT CAPACITY	GAPS	HOW TO ADDRESS GAPS	SCORE
2. C. To what extent does KCCEM have appropriate human-resource development systems and approaches to ensure its performance	No draft staff development manual	No establishment of capacity building development not being used or ratified	Develop an HR development plan review/amend & ratify HRD policies and procedures	3 2
2.D. To What extent does KCCEM have an appropriate system for assessment and reward that is fair and motivating (changes)	No	<ul style="list-style-type: none"> - The mechanisms are there; Not implemented but existing - Low expectations/motivation - No compensation policy - No performance contracts/perf assessment policy 	Develop a compensation policy for KCCEM dev and ratify performance assessment contracts/policy, etc.	2 3
3. FINANCIAL MANAGEMENT				
3.A. Does KCCEM undertake financial planning to support the adoption/implementation of the proposal	Limited annual budgets with timeframes & income	<ul style="list-style-type: none"> - Inefficient financial system - Inadequate decision-making - RDB manages M&E/contracts - 	Putting in place appropriate/efficient financial management system autonomy in decision-making & management	2 2
3. B. To what extent is the current KCCEM financial management system adequate to adopt/implement the proposals	Limited inadequate staff (1) software-bookkeeping assets register	<ul style="list-style-type: none"> - Inefficiency in financial reporting - 6 mths behind on financial reports - Assets register outdated - Financial management systems - Financial information not linked to plans 	Developing staff capacity in financial management review system, validate & implement additional staff	2 2
4. INFRASTRUCTURE				
4. A. Is KCCEM's facilities and infrastructure adequate to support the adoption/implementation of proposal	Inadequate	<ul style="list-style-type: none"> - Limited infrastructure - unreliable internet - insufficient functional PC - limited books - additional training rooms & accommodation - formal maintenance & dev plan 	Development of business plan and investment plans connect to optic fibre develop formal maintenance & dev plan	2 2.5
5. PROGRAMME MANAGEMENT				
5.A. To what extent does KCCEM have sufficient planning capacity to adopt/implement proposals	YES written plans linked to mission plans with partner institutions / well monitored	<ul style="list-style-type: none"> - System does not allow the implementation - Sales, client relationship dev & management 	<ul style="list-style-type: none"> - business dev strategy - annual needs assessments based on clients - client satisfaction - impact analysis 	1 1.8
5. B. To what extent does KCCEM appropriately implement its programs	good teamwork adherence to schedules	System limitation on implementation implementing field work	Address procurement procedures autonomy / financial control	2 2

COMPONENT	CURRENT CAPACITY	GAPS	HOW TO ADDRESS GAPS	SCORE
5. C. To what extent KCCEM appropriately monitor and evaluate its programs		- Timely/irregular evaluation -	Strengthen the way of management system	2 2
6. ORGANISATIONAL PROCESSES				
6.A. To what extent does KCCEM's organizational planning process contribute to adopting/implementing the proposals	YES action plans	- Implementation/execution - Efficient monitoring systems - Lack of procurement plan - Resource allocation - M&E structure	Staff time planning and reporting system in place write procurement plan clear task + timelines allocation to staff establish M&E	2 2
6.B. Do the problem-solving and decision-making process support KCCEM in carrying out its functions	Lacking job descriptions	- Big decision take a long process to be - Lack of improper channels to solve problems at RDB - Unclear status of procedures manual - Clarify delegation of tasks / limits of responsibility	- Establish/ have a management system that is committed to solve KCCEM issues/ "Board of directors" - encouraging more staff commitment at KCCEM level (empowering and engagement in problem solving) - planning to include troubleshooting steps - plans to include clear delegation of tasks & responsibilities	2 3
6. C. Is KCCEM's performance (and proposed changes) effectively supported by its communication system	Inadequate	Lacking the decision making cell formal, regular communication	Empowering the College management to make decision weekly email circular regular staff meetings	2 2
6. D. Is KCCEM's monitoring and evaluation adequate to improve performance as an organization	Lacking of M&E	No M&E system	Develop an M&E system	3 3
7. INTER-INSTITUTIONAL LINKAGES				
7.A. Has/can KCCEM established or pursued external linkages adequate to support the adoption/implementation	YES long list of institutions linked with	- Fearing to use the linkages about KCCEM work - The legal status of KCCEM still limits formal relations with other institutions - Inadequate business linkages with all institutions that have relationships with	- Aggressive public relations (communication system) - Address reporting systems with partners - Develop additional linkages with business / services and income agreed	1 2

Appendix 8 Detailed description activities team building and leadership

Module 1: Opening and Introduction

Session 1.3 *Getting to Know Each Other² (and other energizers)*

1.3.1 Low Tech Social Network

Objectives

At the end of the session, participants will be able to:

- Name each other, and present some things they share with other participants
- Visualize how different participants are connected to each other.

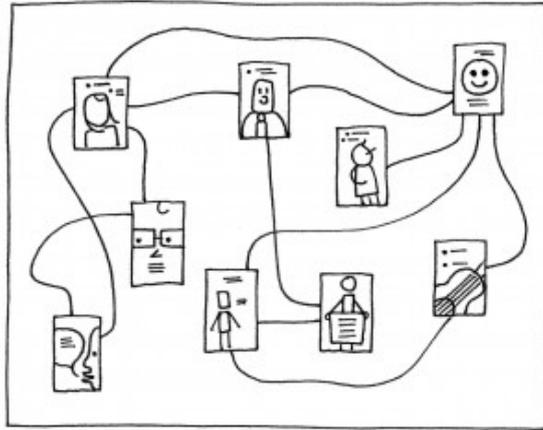
Time

Minimum 25 minutes, depending on the size and the discussion

Description

- Distribute one A3 paper for each participant, and ensure they have access to markers and other props to decorate the paper.
- Introduce the session by asking participants if they know of any social network. After everyone is clear what a social network is and what is meant by it, introduce that you are going to make a social network within the group of participants.
- Explain that every member of a network needs a profile. In a profile we usually have a picture or an avatar, and a name. Indicate where you want them to draw their avatar on the paper?
- Next think of yourself and use tags (key words) that will help with the search of similar people, or people to whom you are connected. These tags should be personal and professional tags.
- After they have written tags, ask them to write tags what they're interested in during the workshop, or specifically what their expectations from the workshop are.
- Next invite the participants to bring their cards to the center, and invite the participants to try and find connections. After some time ask them to "upload" themselves by sticking their card to the wall.
- The next task is simple: find the people you know and draw lines to make the connections. Label the connections if you can: "friends with" or "went to school with" or "went mountain climbing with." This continues for a time and is likely to result in previously undiscovered links and new friends.

² These activities can be used also as ice breakers or energizers, especially when the relationship with other participants



- The initial network creation will be somewhat chaotic and messy, resulting in a mural that has a lot of spaghetti lines. Over the course of the event, participants may browse the network. Encourage this, and see what new connections are made.

From

http://www.google.com/url?q=http%3A%2F%2Fwww.gogamestorm.com%2F%3Fp%3D477&sa=D&sn_tz=1&usg=AFQjCNHw5MEDmtSLXVuwJaFBISBPpa5jO5g

1.3.2 Missing Person

Objective

By the end of the game, participants will

- Be able to name each other.
- Have a greater sense of the group and its composition

Time: 20 minutes

Description

- One player stands blindfolded in the center of the room.
- Have the other people stand in a circle or a line.
- Have the people switch places in the circle and take one person out of the room.
- Then unblindfold the person in the center, and give him or her one minute to name the missing player.
- Let the person who was removed now be blindfolded. Depending on the number of players and the time constraints it might be advisable to alter the length of time the person in the middle has to guess. Thirty seconds might be a better time length to keep attentions on the game.

From:

<http://oca.org/the-hub/20-something/icebreakers-to-help-participants-get-to-know-each-other-and-better-engage-i>

1.3.3 Fight for my attention

Objectives

By the end of the session, participants will be better public speakers

Time

20 minutes

Steps

- Two people are challenged to come up to the front of the room and the audience then to choose a topic (of their choice within reason or predetermined topics).
- The two people must talk about that topic for one minute in front of the crowd, BUT they are both talking about the topic AT THE SAME TIME!
- The audience must then vote on which person held their attention for longer.

From

<http://www.ultimatecampresource.com/site/camp-activity/fight-for-my-attention-drama-passive-.html>

1.3.4 Guess Who

Objectives

By the end of the game, participants will have improved their questioning skills

Materials: pieces of paper with names on them, and tape;

Time: 20 – 30 minutes

Steps:

- Each player needs a name taped to their back.
- The object of the game is to figure out who you are.
- Everyone goes around and asks the other players questions.
- The players can only answer yes or no.
- This game is great when a theme is incorporated. (ex. Cartoon characters, book characters)

1.3.5 The Unknown Fact Game or Team Trivia

Objectives

Getting to know your team members better

Time

Preparations 30 minutes

Game 20 minutes

Steps

- The game is simple. Assign a coordinator and have everyone on your team submit one "unknown fact" to that person (ideally a fact that nobody else in the company knows).
- The coordinator is responsible for auditing facts based on pre-set criteria.
- S/he must create a randomized list of facts and separate randomized list of participant names.

- Everyone has a set amount of time to match as many facts to participants accurately as possible.
- If you have a small team, you can also have each person explain the reasoning behind each selection while reading answers aloud.

From

<http://www.humorthatworks.com/how-to/people-trivia-a-fun-team-building-exercise/>

Module 2: Identifying the Change

Session 2.1 Minute to win it

Objectives

Through this session, participants will

- Get to know and appreciate each other's skills and talents.
- Develop team spirit

Time

60 minutes

Steps

- Explain that we are going to organize some short fun games as a small competition between different teams
- Make teams that are heterogeneous, of four to five people, ensuring different departments, man / women, young old, extravert / introvert are mixed.
- Introduce the rules: One player per game from each team, and everyone has to play.
- Explain the scoring: The first team to finish gets five points, the second four etcetera. Scores will be kept and the team who has the highest score after the five games wins and gets the rest of the cookies.
- Introduce the games:
 - First game: blow the paper cups with the air filled balloon:
<https://www.youtube.com/watch?v=qjps3zGhfzM>
 - Second game: bounce the ping pong balls in the box:
<https://www.youtube.com/watch?v=jROS96Nu1VI>
 - Third game: No hands cookie
<https://www.youtube.com/watch?v=5RH6rMBgX9k>
 - Fourth game: yank me
<https://www.youtube.com/watch?v=alc9IDzwpAI&list=PL967E5FC0F16FCD6D>
 - Fifth game: egg roll
<https://www.youtube.com/watch?v=3---tAo5mAM>

More ideas can be found on:

<https://www.youtube.com/watch?v=WMr6OGSFQxo>

Session 2.2 A walking, eating, sleeping conversation

Objectives

At the end of the session, participants will be able to share how

- They see their roles and responsibilities within the organization
- Outsiders perceive the organization
- They feel about the organizations
- They see the future of the organization

Time

Depending on the duration of the walk, but a minimum of 1hr.

Steps

- Instruct the groups discuss the following questions within their teams as they are walking:
 - Who are you, what is your role in the organization, and how have you developed since the establishment of organization?
 - How do you feel about this?
 - What vision do you have for organization?
- During the second half of the walk, people need to discuss how outsiders might perceive the organization. Pretend to be (tourist, colleague from another country, donor, villager, local politician etc). Ask the person to introduce the organization to you, and ask questions that you would ask as if you were that person.
 - What did you learn? Is there anything you did not know?
 - What questions did you get?
- Switch roles
- <https://www.youtube.com/watch?v=D3hYg1Oglgk>

Session 2.3 Reflecting

Objectives

At the end of the session, participants can:

- Reflect on their individual and collective experiences from the session

Time

60 minutes. This is an important session, and will make key connections to a more general perspective on the team and the team building.

Steps

- Ask all participants to quietly and internally think of the most important positive and negative experience they had during the walk
- Ask them to write these down on meta cards
- Pin the meta cards on the white board and ask everyone to come and read.
- Ask all participants to see if there is something unexpected there or something that otherwise stands out.
- Ask the participants if there are some collective experiences that need to be discussed further.
- Take time to discuss further if there are some important issues. For example, when comments are about responsibilities.
- In a smaller team, reflect on the following questions³:
 - How is teamwork defined in the organization
 - What can be done to improve teamwork
 - What are core principles of teamwork for the organization.
- Present these back to the group, and reflect and discuss to refine.
- Identify suitable ways to keep reminding everyone of these principles.

Module 3: Team Building

Session 3.1 KCCEM-Daily Cover Story

Objectives

At the end of the session, participants can:

- Develop their blue sky thinking for the organization
- Clarify their vision for the organization creatively, consisting of: results, achievements, goals, and the team involved.

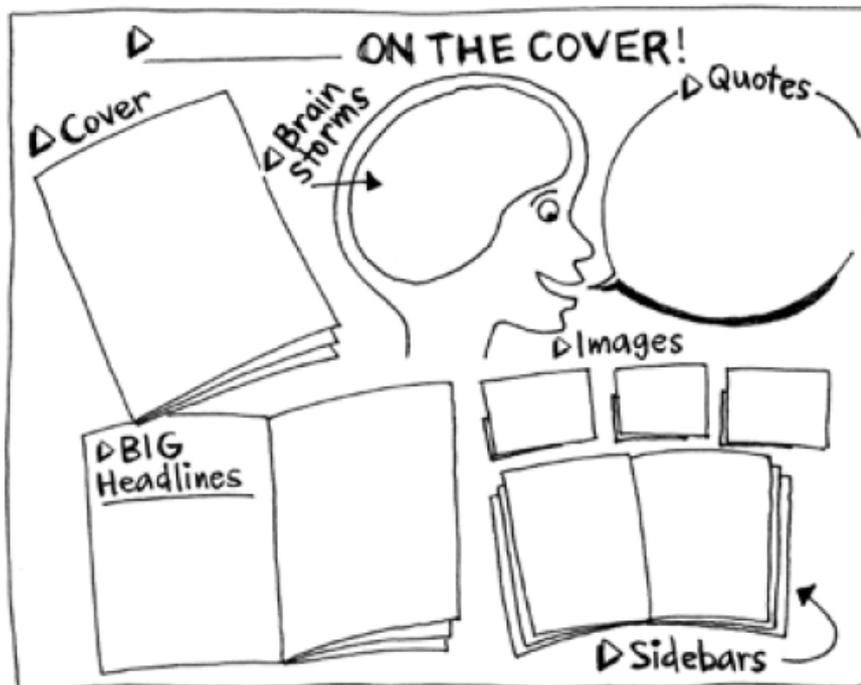
Time

60 minutes preparation, and ten minutes per group for sharing and discussion

³ This was done in parallel to session 3.3, and while one group was working on the questions, the majority of the participants worked on the cover story.

Steps

Explain that the game Cover Story is about pure imagination. The purpose is to think expansively around an ideal future state for the organization; it's an exercise in visioning. The object of the game is to suspend all disbelief and envision a future state that is so stellar that it landed your organization on the cover of a well-known magazine. The players must pretend as though this future has already taken place and has been reported by the mainstream media. This game is worth playing because it not only encourages people to "think big," but also actually plants the seeds for a future that perhaps wasn't possible before the game was played.



How to Play

- Before the meeting, draw out large-scale templates that include the categories shown on the following image. Your template doesn't need to look exactly like this one; you can be creative with the central image and the layout. Just be sure to keep the categories intact. The number of templates you create depends on the size of the group. At the most, allow four to six people to work on one template together.
- Explain the object of the game to the players and define each category on the template:
 - "Cover" tells the BIG story of their success.
 - "Headlines" convey the substance of the cover story.
 - "Sidebars" reveal interesting facets of the cover story.
 - "Quotes" can be from anyone as long as they're related to the story.
 - "Brainstorm" is for documenting initial ideas for the cover story.
 - "Images" are for supporting the content with illustrations.
- Break the players into groups of four to six and make sure there are markers and one template for each group. Tell the players that to populate the template they can either select a scribe or write and draw on it together.

-
- Ask the players to imagine the best-case scenario for their company and to take that scenario one step further. Request that they spend five quiet minutes imagining their own stories before they work together to agree on one. Give the groups 30–45 minutes to generate this “story of the year” and represent it on their template.
 - Reconvene the breakout groups and ask for volunteers to present their visions first. Give each group 5–10 minutes to share what they imagined was written in the story and the supporting elements.
 - Reflection and discussion in teams:
 - What are common factors?
 - Is our current vision up-to-date?
 - Are we on track to achieve the vision?
 - Identification of push and pull factors (internal and external) towards a vision for 2020
 - Discussion Plenary: Teamwork: Roles and responsibilities
 - What does it imply for the team?
 - Changes in how we work together to achieve the vision:
 - Brainstorming – prioritization – Indicators – HR needs and other needs

Tips

This game is about the wildest dream for the organization—that has already happened! So, when you set up this game as the meeting leader, speak about their “successes” with enthusiasm and in the past tense. Encourage the players to use the past tense in their brainstorming and story creation. And don’t let the group go into analysis mode. This game is not about logic, pragmatism, or parameters. Cover Story is an open-ended, creative-thinking exercise, so tell the players to be wary of any “reality checks” from other players. And as the small groups present their visions to the large group, note and discuss any common themes that arise. These themes—however fantastical—are telling, because commonalities reveal shared hopes and also plant seeds for real possibilities. If this play is part of a longer group process, post these visions around the room so that they serve as reference points for continued ideas and inspiration.

From

Adapted from <http://www.gamestorming.com/games-for-design/cover-story/>

Module 4: Being the Change - Leadership Styles

Session 4.1 Leadership Games

Objectives

At the end of the activities, participants will be able to

- Share different experiences when confronted with different leadership situations
- Identify their drive to strengthen their leadership capacity

Time

Each game will take about 20 minutes

Steps

Ha Ha Ha: This is a contagious laughing game. Player #1 lies on their back and places their head on the belly of player #2. Player #2 then place their head on the belly of player #3 and so on. Players should end up lying in a zig zag formation. Now the first person (player #1) shouts, “ha!” and the next person (player #2) answers with, “ha ha!” ...etc. Soon everyone loses control and starts laughing hysterically.

Video:

<https://www.youtube.com/watch?v=ndCLyip0wVg>

Leading the Blind. Building trust and communication by giving instructions to someone who is relying on you. This is best played by adults and helps to strengthen trust and communication within a team environment.

A Career Path, Vision and Dream - Always share your name at the beginning so people know who to refer to you as. You have to share three particulars about yourself starting with a career path you want to pursue or be involved with, a vision which is either related to your career path or life (usually what you want to achieve) and a dream about either your future career or life (usually something crazy and what others might think 'un-achievable' i.e. World Peace or Making Poverty History)

(Energizer) Criminal Dealings: Design a system for secretly identifying the "criminal" and the "cop". You can use a deck of cards. You only need enough cards so each player may have one card. One card needs to be a jack - the criminal, and one needs to be an ace - the cop. All of the other cards should be below ten in rank. Let each person draw and keep a card, without showing it to anyone. The criminal needs to recruit other criminals by winking at them, but without getting caught by the cop. Any person who sees a wink is to wait a few seconds, so as not to be obvious, and then say, "I committed a crime." That person then turns in his card and is out of the game. Play continues until the criminal recruits all players without being caught by the cop, or the cop identifies the criminal. If the cop misidentifies the criminal, he loses the game.

Session 4.2 Leaders we Admire

Objectives

At the end of the session, participants will be able to

- Identify leadership traits they admire and want to see in the leadership of the organization
- Link this to different arenas at which leadership happens: the personal, the group, the community, and the society.

Time:

60 minutes

Description:

'Leaders you admire' is helpful for learning about leadership characteristics as it's based around groups discussing leaders they've previously (or currently) know and why they admire them. It builds good team bonding and communication skills.

- Make sure there's enough space for groups to be split up and have space to discuss the leaders they've known.
- Either allow your group to choose their own groups or assign teams by numbers or filing them off.
- When they're in groups ask them to assign a representative that will 'lead' the discussion and communicate to the larger group at the end.
- Let the groups go and find a separate space to discuss and share stories. Give them a couple of minutes and then start walking around and listening in on some of the conversation to make sure it's moving in the right direction.
- When everyone comes back from their time in smaller groups - ask the leader of each group to come to the front to be a spokes person.
- Ask each group leader to share what was discussed briefly they can talk about the types of leadership characteristics which were discussed or highlight a certain leader etc.

-
- If you have time and deem it useful - ask the entire group if there were particular stories of 'special' leaders which could be expanded upon in front of the entire group.
 - Summarise what has been learnt for the entire group and the importance of this exercise and that's it.

Session 4.3 Leadership Levels and Styles: Model

Objectives

By the end of the session, participants will be able to:

- Identify the different dimensions / levels at which leadership plays and influences, and link this to roles and responsibilities
- Relate the leadership levels at which they and their institution operate to the place they live / work

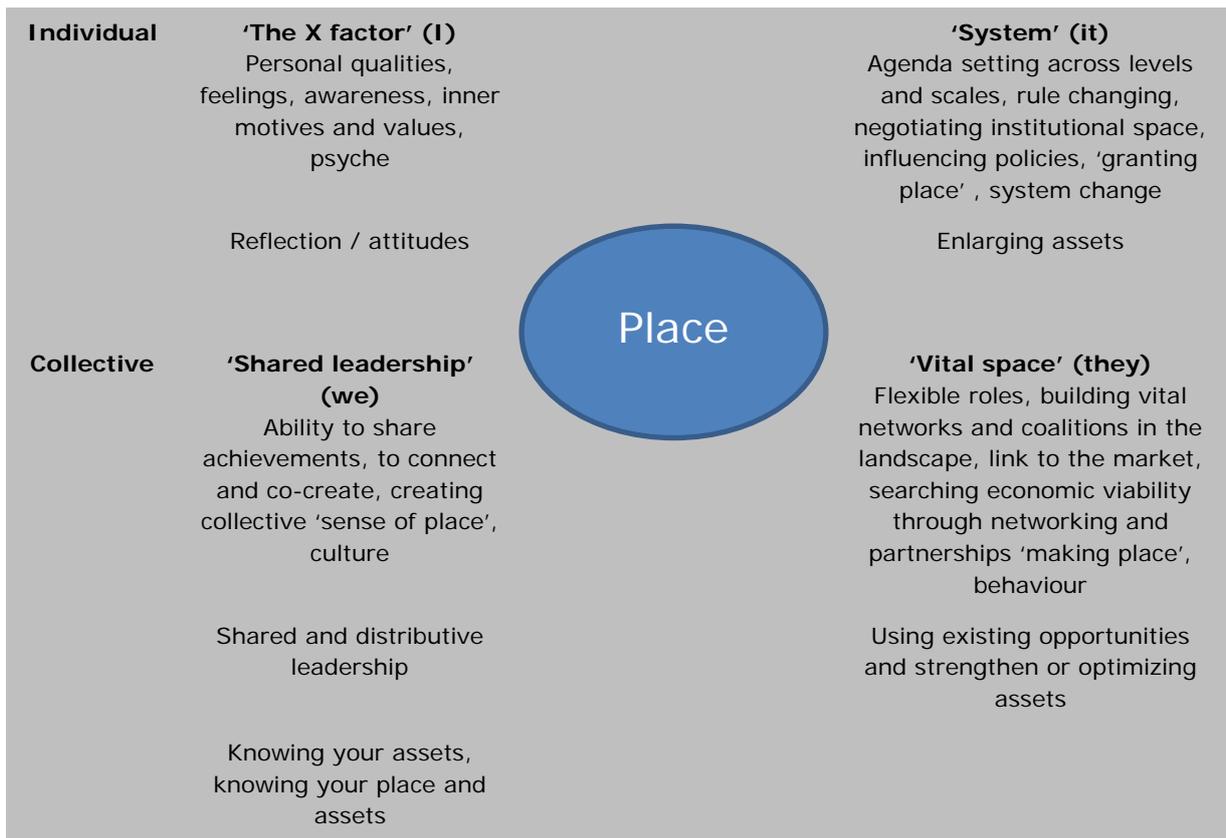
Time

90 minutes

Steps

- Introduce the session that leadership implies dealing with four aspects:
 - Goals & results.
 - People.
 - Processes.
 - Structure.
- Keeping this in mind, ask participants to brainstorm the leadership needs they identify: what is needed for the place we live / work? What is our role in this?
- Organizing different leadership needs in clusters (goals / results, people, processes, structure).
- It is expected that a high number of needs will be identified, and that further organization of the needs is needed.
- Present a framework to analyse and reflect as per the below. Explain the different levels and give meaning to each of the levels by looking for ideas and illustrations.
- Use the different groups that were working on the making of the cover, and ask them to reflect on the leadership needs in connection to the levels in the framework, using the results from steps 1 and 2.
- Have each group present their views briefly and discuss for clarification.
- Note down the results

HANDOUT: LEADERSHIP LEVELS AND FEATURES



Session 4.4 Individual Leadership Styles KCCEM Leadership

Objectives

By the end of the session, participants will be able to

- Recognize their own leadership style

Time: 90 minutes

Materials: Flipcharts with names of different leadership style, and cards with the summary of specific traits.

Steps:

- Introduce the session by reminding people of the different aspects of landscape leadership they identified in previous sessions, including the characteristics, and the levels. A few questions came up, including: what is leadership?; Who are the leaders and what do they do?; Can leadership be strengthened?: How can that be achieved? All of these questions will be the focus of today.
- To start, distribute the self-assessment on leadership styles and ask participants to take the test.
- Reflect on the results and tests:
 - Is there any leadership style that stands out in your case?
 - Do you recognize yourself in the results, and do you agree to these different categories?
 - What does it mean when you score high on different categories?
 - What are typical characteristics of each style?
 - Which style is more concerned about people, which one more about results?
 - Do you recognize my leadership style in my group?
 - What can you say about the process to achieve results for each of the styles?
- Prepare a flipchart to note down characteristics for each leadership style, but tell the participants that towards the end of the session you will discuss how this applies to landscape leadership.
- Different leadership styles mean different approaches and different ways to interact with colleagues and other people, and different ways towards reaching results and effectiveness of the leaders.
- Summarize as per the text box below.

HANDOUT: LEADERSHIP STYLES QUIZ

There are many different leadership styles. Different styles work in different situations. A team will be a stronger with a variety of different leadership styles. Take the quiz below to help you find out what leadership style you are more inclined to follow.

Leadership Style Quiz

Circle the response that reflects your first reaction. There is no right or wrong answer. As a leader, I tend to	Always	Often	Someti mes	Never
1. Make my own decisions.	4	3	2	1
2. Tell others what to do.	4	3	2	1
3. Suggest a decision to others.	4	3	2	1
4. Persuade others to do things my way.	4	3	2	1
5. Participate just like any other person.	4	3	2	1
6. Provide resources to others	4	3	2	1
7. Gather others feedback before deciding.	4	3	2	1
8. Rely on my own judgment.	4	3	2	1
9. Make sure the majority rules.	4	3	2	1
10. Turn decision over to others.	4	3	2	1
11. Ask others to brainstorm choices.	4	3	2	1
12. Share my own ideas.	4	3	2	1

Add the numbers together from the following set of questions:

- Question 1, 2, 4, 8 _____
- Question 3, 7, 9, 11 _____
- Question 5, 6, 10, 12 _____
- Question 1, 5, 4, 10 _____

The highest number will show what leadership style that seems natural for you. You should strive to understand different leadership styles and thinks of ways you might use them for different situations. Next, turn the page and read through the leadership styles.

Understanding different leadership styles (Blanchard and Hersey (1988)):

- **Autocratic Leaders:** here leaders clearly map out the roles and tasks of the 'followers', and monitor them closely. Decisions are taken by the leader and communicated to followers with little contribution from them.
- **Coaching / Facilitating Leaders** also map out roles and tasks, but actively request input from the follower. Decisions are made by the leader, but there is a two-way flow of dialogue. These leaders devolve day-to-day decision making to the follower. The leader facilitates and is involved in decisions, but control rests with the follower.
- **Delegating Leaders** retain involvement in decisions and problem-solving, but control is with the follower. The leader is only involved when and how the follower chooses. Researchers found that members under delegative leadership, also known as laissez-fair leadership, were the least productive of all three groups. The members in this group also made more demands on the leader, showed little cooperation and were unable to work independently. Delegative leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation.
- **Situational Leaders** In situational leadership, three factors affect the leader's decisions: the situation, the capability of the followers and the capability of the leader. The leader adjusts to whatever limitation is laid out in front of him by his subordinates and the situation itself. Adaptability is key here. The leaders need to be as dynamic as the different situations they are faced with.

Session 4.5 Leadership Development Process

Objectives

At the end of the session, participants will be able to

- Describe a process for strengthened personal and collective leadership.
- Identify milestones and activities to achieve the milestones

Time

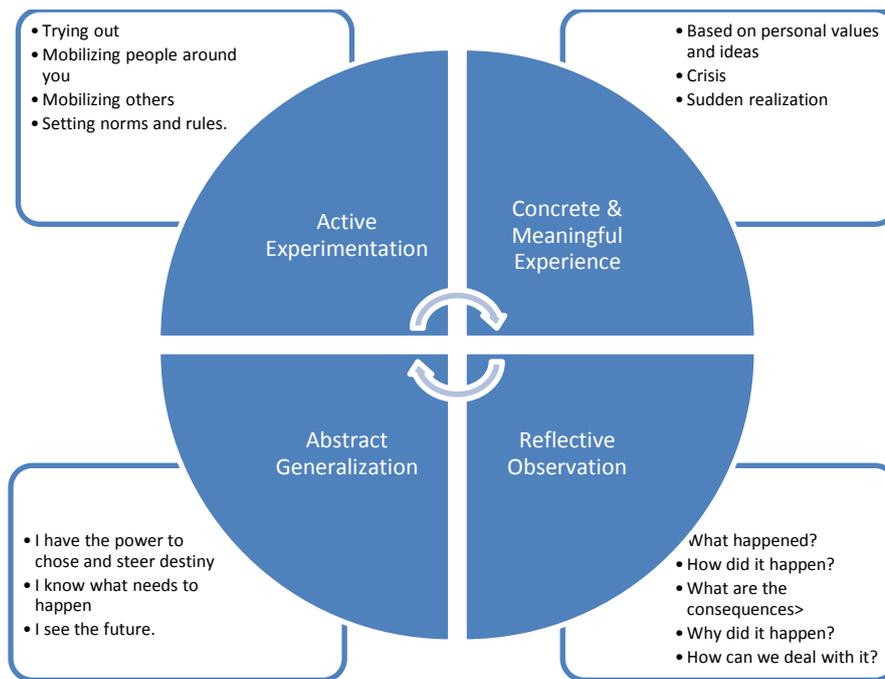
60 minutes

Steps

- A snowballing exercise can be used.
- Ask participants to think of different stages that are shaping leadership: What are key moments for leadership development, and how do we recognize / observe them.
- Participants write the stages on cards
- After some time, ask individuals to share with one neighbour and to come up with a sequence of steps / stages in the development of leadership: is there one thing that leads to another?
- Then the same exercise but in groups of four, and finally in groups of eight.
- Once these steps are finished, invite a group that has a good structure already, but perhaps not perfect, to present the result of what they have done.
- After they have presented ask more questions and invite other groups to complement.

Conclude by comparing the leadership process they came up with, with an experiential learning model:

Figure 23: The experiential learning cycle applied to leadership



Module 5: Owning the Change

Session 5.1 Introduction – Leadership Process

Objectives

By the end of the session, participants will be able to:

- Recognize leadership development processes in their case studies and identify tools and techniques used by landscape leaders
- Identify strengths and weaknesses in existing landscape leadership development processes and provide recommendations for the improvement of the process

Time: 60 minutes

Materials: Cards, markers

Steps:

- Remind the participants that leadership is a process, and that it happens at different levels (I, US, They, It). It is also an assumption of the course that leadership is something that can be learned and strengthened. Explain that during this session, we will apply the leadership process to individual case studies, and that we will identify tools and techniques for the different steps in the process.
- Tell the participants that in this session they will have to think about the different milestones / stages in the process of tackling their landscape challenge. The more involved and engaged anyone is in this process, the better.
- Ask the participants to think of a recent event in their landscape, which they clearly experienced as a something where leadership was demonstrated, or where it was absent. Think of the leader and what she / he did. Identify where in the process map this happened (downward, eye of the needle, upward?). Identify the activity, tools and techniques that the leader used.
- Next, think of the possible interventions that preceded this event and also identify the tools and techniques deployed. Do the same for the next events.
- In this step, participants share with a neighbour, and ask clarifications. They are also invited to consider alternative activities and make suggestions for what they would / could do in a next stage of the leadership development process. The idea is to generate a long list of tools and techniques used by / useful for landscape leadership.
- Invite the participants to write their ideas on cards and stick them on the wall.
- Invite the participants to come and look at the results. Ask the participants to look for ideas that surprise them or are new to them.

Session 5.2 Building the KCCEM of the future

Objectives

By the end of the session, participants will be able to:

- Develop a collective vision for the different teams / units in their organization
- Share, and communicate this vision (including the outcomes, the people, the approaches)

Time

3 hrs

Setup

Although paper and markers will work for drawing a box, don't hesitate to bring heavier craft supplies to bear. Consider acquiring blank white cardboard boxes from an office supply or mailing store. Markers, craft paper, stickers, tape and scissors are all worth the investment.

It may help get the group's creative gears moving by having sample boxes handy. Cereal boxes, with their free prize offers, bold imagery and nutritional information, are good thought starters. Likewise, plain "store-label" boxes, gift boxes and toy boxes offer a range of voices. A group that is heavily entrenched in the business-as-usual paradigm will benefit the most from having this inspiration at hand.

How to play

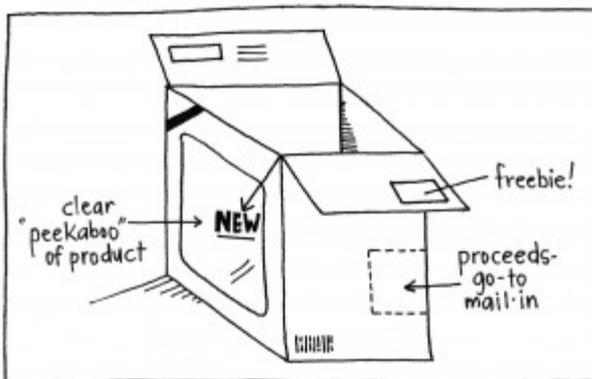
The exercise moves through three phases: an introduction, box creation and sharing by "selling."

Phase One: Fill the Box

Before a group can jump into creating a box, they need to reflect on what could be in it. To get people oriented, consider laying out some building blocks:

- o Possible names of the idea
- o Possible customers, end users, or buyers
- o Possible features, functions, or other important defining details.

This may be familiar ground, or it may be entirely new to the group. The key in setting up the exercise is to give teams "just enough" information to feel comfortable starting.



Phase Two: Make the Box

Give the teams a set amount of time, 30 minutes or more, to create the box for their idea. Ask them to imagine coming across the box on a retail shelf, shrink-wrapped and ready for sale. In designing the box, teams may be helped by a few of these prompts:

-
- o What's it called?
 - o Who's it for?
 - o What's its tagline or slogan?
 - o What are its most compelling features? Benefits?
 - o What imagery would make it stand out to you?

Teams may self-organize naturally; most participants will want to create their own box regardless of how they're arranged. Make sure you have ample supplies for them to do so, and make sure they know that there is no wrong way to create their box.

Phase Three: Sell the Box

Each team or individual should be offered the chance to stand up and "sell" their boxes back to the group. It may be worthwhile to keep a timer for these stand-up presentations, and consider offering a prize to the team that does the best job "selling" their box back to the group.

Look for a naturally occurring breakthrough as they present back their boxes. People put features on the box, but when they sell them, they translate those features into benefits. Listen for the phrases "so that" or "because," which bridge otherwise mechanical features into living benefits.

The exercise works well as an open-ended, divergent process, but may be run so that the teams converge on an agreed-upon, shared box. If agreement and alignment is a desired outcome of the exercise, note the differences and similarities in how each team interpreted their box. Build on the common ground captured in the similarities, and isolate differences for discussion. Consider running a second round, this time incorporating these agreements into a final shared box.

In any case, if there is a prize to be awarded for the best "box seller," make sure it's the teams that cast the votes. And have enough prizes so that if the box was created by a team everyone on the team will have a prize.

Strategy

Keep the boxes and display them in a prominent place. These may be more valuable (and visible) artifacts than any other documentation that comes out of the exercise. It may also be beneficial to record the presentations the teams give around their boxes, if it is not disruptive to the flow of the group.

The core act of "designing the box" may be altered to work for different contexts and participants.

From:

<http://www.gamestorming.com/games-for-design/design-the-box/>

Examples

KCCEM Hospitality team: <https://www.youtube.com/watch?v=a62jm14wbiI>

KCCEM Academic Team: <https://www.youtube.com/watch?v=FMu6fSAbnII>

Session 5.3 Exhibition and Auction

Objectives

By the end of the session, participants will be able to

- Identify strengths and weaknesses in the different visions presented
- Link the different visions to their own

Time

60 min

Steps

- This session will reflect on the different visions for the different functional teams.
- Each participant will be given two cards, one to “buy” the best proposal, one to ask a question to another proposal.
- Explain the participants that they cannot “buy” or ask a question about their own idea
- On the back of the card they should specify the reasons for buying the ideas and the question they want to ask.
- Ask them to put the cards in / next to each of the box
- Collect all the cards, and review them.
- Ask for responses from the different team on the reasons for liking / on the questions

Variation: Pre-Mortem: What can go wrong⁴

Often in projects, the learning is all at the wrong end. Usually after things have already gone horribly wrong or off-track, members of the team gather in a “postmortem” to sagely reflect on what bad assumptions and courses of action added up to disaster. What makes this doubly unfortunate is that those same team members, somewhere in their collective experience, may have seen it coming.

A pre-mortem is a way to open a space in a project at its inception to directly address its risks. Unlike a more formal risk analysis, the pre-mortem asks team members to directly tap into their experience and intuition, at a time when it is needed most, and is potentially the most useful.

After the views on teamwork and leadership in KCCEM have been laid out and understood, the exercise starts with a simple question: “What will go wrong?” though it may be elevated in phrasing to “How will this end in disaster?”

This is an opportunity for the team to reflect on their collective experience and directly name risks or elephants lurking in the room. It’s a chance to voice concerns that might otherwise go unaddressed until it’s too late. A simple discussion may be enough to surface these items among a small team; in a larger group, Post-Up or list generation maybe needed.

To close the exercise, the list of concerns and risks may be ranked or voted on to determine priority. The group then decides what actions need to be taken to address these risks; they may bring these up as a part of ongoing meetings as the project progresses.

⁴ This is a variety on the session 5.3.



Strategy

Conducting a pre-mortem is deceptively simple. At the beginning of a project, the forward momentum and enthusiasm are often at their highest; these conditions do not naturally lend themselves to sharing notions of failure. By conducting a pre-mortem, a group deliberately creates a space to share their past learning, at a time when they can best act on it.

From

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The Centre for Development Innovation works on processes of innovation and change in the areas of food and nutrition security, adaptive agriculture, sustainable markets, ecosystem governance, and conflict, disaster and reconstruction. It is an interdisciplinary and internationally focused unit of Wageningen UR within the Social Sciences Group. Our work fosters collaboration between citizens, governments, businesses, NGOs, and the scientific community. Our worldwide network of partners and clients links with us to help facilitate innovation, create capacities for change and broker knowledge.

The mission of Wageningen UR (University & Research centre) is 'To explore the potential of nature to improve the quality of life'. Within Wageningen UR, nine specialised research institutes of the DLO Foundation have joined forces with Wageningen University to help answer the most important questions in the domain of healthy food and living environment. With approximately 30 locations, 6,000 members of staff and 9,000 students, Wageningen UR is one of the leading organisations in its domain worldwide. The integral approach to problems and the cooperation between the various disciplines are at the heart of the unique Wageningen Approach.

