



Centre for Rural Development and Training (CRDT)

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**REVIEW AND FINAL REPORT OF
THE TRAINING, EDUCATION AND COMMUNICATION
COMPONENT OF THE
LAKE TANGANYIKA BIODIVERSITY PROJECT
(BURUNDI, D. R. CONGO, TANZANIA, ZAMBIA)**

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ABBREVIATIONS

CADIC	Centre d'Action pour le Developpement Durable et Integre dans les Communautés
CRDT	Centre for Rural Development and Training of the University of Wolverhampton
CRH	Centre de Recherche en Hydrobiologie
ECZ	Environmental Council of Zambia
EE	Environmental Education
GEF	Global Environment Facility
INECN	Institut National de l'Environnement et de la Conservation de la Nature
NEEC	National Environmental Education Coordinator
NEMC	National Environmental Management Council of Tanzania
NGO	Non-Governmental Organisation
NOPTA	Nouvelles Orientations de la Pêche sur le Lac Tanganyika
NWG	National Working Group
PCU	Project Coordination Unit
PDF	Project Development Funds
PRA	Participatory Rural Appraisal
RDC	Democratic Republic of Congo (formerly Zaire)
SAP	Strategic Action Plan
SLO	Scientific Liaison Officer
SESS	Socio Economic Special Studies
SS	Special Study
TDA	Transboundary Diagnostic Analysis
TECC	Training, Education and Communication Coordinator
TNA	Training Needs Assessment

VCDC Village Conservation and Development Committees

WED World Environment Day (5th June)

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1 SUMMARY OF LESSONS LEARNED AND RECOMMENDATIONS FOR THE PDF PHASE OF LTBP

A Major Lessons Learned

- 1.1 In achieving a balanced vision for the country programmes, it was important to have a TECC team whose members had a mixture of institutional, and sectoral experience. Working in collaboration with NGOs has been very important for LTBP and should be in the future. However formal and well-thought agreements are crucial to the success of the link (Para 4.30)
- 1.2 Following a team building TECC process, which gave both ownership and attention to individual countries, was appropriate and enabled both national capacity building in teamwork, planning and EE, and programmes of activities that span the present to the immediate future (Para 4.31 and 4.32)
- 1.3 The TECC process integrated SS people and results and the TDA/SAP process. It built a communication bridge between them and EE and helped to make sure that EE was relevant and fitted LTBP priorities and findings. However without the degree of support needed, the TECCs and SS staff did not independently perceive themselves as one big team and thus individuals did not take responsibility to always keep communication channels open with each other (Paras 4.35 and 4.37)
- 1.4 There were positive effects on all four country programmes from the international consultants' monitoring visit. This shows the importance of field support to ensure that lessons learned from training are adapted to reality and that teams have the confidence to actually change their previous practice (Para 5.60)
- 1.5 All four country programmes followed a routine of planning and reporting and these good management habits are considered to be very important for future monitoring and progress. The reports produced can be found below in the bibliography.
- 1.6 Set against these successes though, the training role of the TECCs did not take off (i.e. collaborating and coordinating preparation of other SS training events). This was considered to be partly due to the capacities of the TECCs, partly to lack of communication and support and partly also, to the timing of the project. By the time the Training Strategy was implemented, most formal training had already taken place. (Para 4.33)
- 1.7 In choosing TECC team members it was important to contract a person who was actually able to follow through the planning and implementation of the activities. Personnel who were senior in their institution, had too many conflicting duties and responsibilities, and were often far removed from the lakeshore and thus implies a lesser understanding of how best to approach the local population. This made the effectiveness of programmes very dependent upon the reliability of lakeshore contacts and partners (Para 4.36, 4.38 and 5.57)

- 1.8 Since all national and international staff seconded to the TECC were part time, it was essential to have a full time regionally-based Facilitator or Coordinator, to keep the work momentum going and to provide the support needed to implement new-found responsibilities and skills. The programme suffered considerably from the continual delay to and final lack of employing such a person (Para 5.55).
- 1.9 In order to maximise work output and team morale, it was important for the TECC team to know the boundaries of process, budget, local and international contracts, support and other resources early on or to have been involved in negotiating the necessary changes. The TECC team morale and continuity suffered from changing goalposts, delays and downsizing of country programmes (Para 4.3.4 and 5.56).
- 1.10 A contact person based close to the lakeshore had better opportunities to coordinate and collaborate with the SS and local institutions, as well as communities. If they additionally had experience of working with local communities, where rapport was already built up, it was much more likely that communities would take ownership and responsibility of conservation and development issues for their own future benefit (Para 5.58).

B Recommendations for Future Programmes in Sustainable Management of Lake Tanganyika

- 1.11 Training and EE strategies are already in place and the implementation process has begun in all four countries. It is recommended that funding be continued for EE work already started on the basis of future monitoring and evaluation. It is also recommended that relevant documents produced during LTBP are used for guidance. These documents can be found at www.ltbp.org and in the bibliography below (Para 6.2).
- 1.12 A Capacity Building approach should be at the core of the Interim and Permanent Lake Management Authority. In practice this means that a named individual should have clear responsibilities laid out in a Terms of Reference, and that they should have a budget to work with to ensure skills development both within the Authority and in the region. If this occurs, the likelihood of continuity and commitment of regional institutions and their staff will be strengthened (Para 6.3)
- 1.13 EE has to be initiated at the start of the next phase and continued throughout it at the core of the Authority's function. EE is the tool that influences and turns science and policy into conservation practice and changed behaviour (Para 6.4)
- 1.14 Interdisciplinary teamwork with a focus on lakeshore livelihoods will ensure a balance of vision to achieve well-targeted activities that will result in biodiversity conservation and practical lake management by the lake users (Para 6.5)
- 1.15 Therefore the Authority must take a partnership approach with lakeside communities in order to both ensure the sustainable livelihoods of the

population and that the SAP and Convention can be realistically applied (Para 6.6 and 6.16)

- 1.16 In order for the above to take place with continuity, momentum, discussion and evolution, an active communications network has to exist between key stakeholders, including scientists, lake authorities, communities, institutions like Government and NGOs. Resources (time, Human, money) have to be allowed for this (Para 6.7)
- 1.17 To ensure an Institutional Memory for the Lake Management Authority, there is a crucial early need to put in place accessible and simple systems for data storage, reporting and monitoring. This will help all the inputs and activities that take place to be cross-referenced and used by anyone needing information about the lake and project (Para 6.8).

2 INTRODUCTION & OVERVIEW

- 2.1 The LTBP Project Memorandum Immediate Objective 3 stated that the project would:

"Establish a programme of environmental education [EE] and training for Lake Tanganyika and its basin" (LTBP, 1997)

- 2.2 In consideration of this, the Environmental Council of Zambia (ECZ) and the National Environmental Management Council of Tanzania (NEMC) seconded staff to co-ordinate Environmental Education activities. Initial visits were made to the Anglophone lakeshores by consultants to set up EE programmes. At this stage in the project (1996-7) there were no seconded Francophone staff for EE activities.

- 2.3 To address the training aspects of the LTBP, three Training Needs Assessments (TNAs) were undertaken by assorted consultants (Moreau ,1997; Garnett, 1997; and Willoughby, 1997) following two years of project implementation. These were meant to deal with all aspects of training within the LTBP, not just EE matters, but their conclusions and recommendations did not form a coherent and comprehensive strategy for the whole project to follow.

- 2.4 Thus in May, 1998, two international consultants, R Roland & M Trudel, from the Centre for Rural Development and Training (CRDT) of the University of Wolverhampton, were contracted to undertake a comprehensive Training Needs Assessment (TNA) consultancy after its recommendation by the Second Steering Committee meeting:

"The countries stressed the importance of training within the project, but several delegates were unhappy with the lack of detail or specific proposals in the current strategy. It was agreed that a fully costed programme of training based on a formal needs assessment exercise

should be prepared in the immediate future" (LTBP, Lusaka, Jan 1998, p5.).

- 2.5 The Training Strategy resulting from the TNA has been implemented between January, 1999 and June, 2000 and its effectiveness is evaluated below in this Final Report.

3 THE TNA AND TRAINING STRATEGY

A The TNA

- 3.1 The consultants took the Project Goal and Immediate Objectives (LTBP, Project Performance Evaluation Report (PPER), 1997), as their guideline when determining training needs. Thus the eventual Strategy sought to show how training would contribute to the overall achievement of the Project Goal and Objectives.
- 3.2 During the TNA, the consultants visited all four lakeshores and capital cities in Burundi, Democratic Republic of Congo (RDC), the United Republic of Tanzania and Zambia and held over 100 meetings with key stakeholders including those living in villages along the lakeshore (Zambia).
- 3.3 The informal TNA meetings tried to establish the real, not just wanted, training needs of the people involved directly with the project in order that their capacities would be built up sustainably.

B TNA Findings

- 3.4 During the round of meetings in each country, the training and EE process since the start of LTBP was evaluated. The consultants found that:
- Training to date was very scientific and that the prevailing view of training was that it should be precise, scientific and formal in nature. There was an emphasis on SS training being for scientific techniques rather than in teaching the whole research cycle, such as report writing, translating and communicating findings, etc. This was due partly to the time pressure of the SS to complete and also to the TORs of consultants to 'do' rather than to 'train'.
 - EE was seen as one of the Special Studies (SS), closely connected with Socio-Economics SS in theory and in practice by using National EE Coordinators (NEEC) for the early participatory rural appraisals (PRA);
 - The SS were seen by some, as feeding into the EE activities. But in the (current) event that no results from SSES were available, the EE programmes could not start
 - EE activities to date had been spot activities, such as the successful World Environmental Days (WED) in Kigoma each year. They were not linked into an overall programme;
 - Not all EE activities were based on priorities of LTBP or on fact. And in one or more cases, commonly believed but unsubstantiated 'facts' had led to action causing negative effects on the lives of some stakeholders (Zambian lakeshore dwellers).
 - EE activities were not underway at all in Burundi or RDC.

- SE and EE had been linked in the budget although in Project Objectives EE had been linked to training.
- There was little integration of SSES with each other, except for the Biodiversity (BioSS) and Fishing Practices (FPSS) and no systems in place to translate or provide material (eg reports) for the EE messages
- The focus of the project was mainly scientific research with a political not lakeshore management element;
- Communications were very bad in general throughout the project at all levels: within and between countries, sectors, institutions and with few systems set up to deal with the two official languages. For example there was no project translator (and this did not happen until year 4 of the project) between English and French, let alone with the vernaculars used by lakeshore populations. Translations were late and often inaccurate;
- A consequence of the lack of communication was a lack of vision for the whole project amongst all involved, extending to most people not knowing, or having ever seen, the LTBP objectives.
- The Training and EE budget was being spent on other things
- Whatever was proposed for a Training Strategy would be limited by the lack of time left in the project, starting in year 3 of 5.

3.5 The priority training needs that emerged from the TNA were:

- Training of Trainers (TOT) and Communication Skills for all those who were training others and/or in contact with lakeside populations
- Building a multidisciplinary team at lakeshore to relate and translate SS work and findings for non-scientists
- Project and Conflict Management Skills
- Lake Tanganyika environmental issues
- Study Tours and Visits
- Translating Scientific Findings and Local Realities into Management plans and activities

C Training Strategy

3.6 The Training Strategy was formulated on the basis of the main training needs with the following purpose:

"Movement towards the achievement of LTBP Goal and Objectives through provision of appropriate training for key stakeholders"

and three Outputs:

- i the Regional Training and Communication process effectively managed - a hierarchy of regional and national staff who would coordinate both training and EE activities. The international consultants would have an advisory but distant role with major responsibility being vested in a Regional Coordinator (such as the Special Studies were recruiting in 1998). It was recommended that the NEECs became the National Staff;
- ii Links between key stakeholders enhanced and supported - all key stakeholders were to be involved, but this was the first part of the

project that intended to undertake activities specifically with lakeside populations. A lakeside Training and EE Coordinator to complement the National Training and EE Coordinator was proposed to lead a multidisciplinary lakeside team;

- iii Increased local and Regional ownership and increased participation in the sustainable management of Lake Tanganyika - this mainly referred to taking forward the Environmental Education component

3.7 The Training Strategy stressed that:

- priority training was that which brought the different groups of the project together, and which contributed directly to the achievement of the LTBP Project Goal and Immediate Objectives;
- appropriate training methods were to have bilingual trainers and participants sit together where ever possible and were likely to be short term, practical and participatory in nature

3.8 The Training Strategy tried to make sense of Immediate Objective 3, which combined training and EE and which lead to training and EE funds being combined.

D Evaluation of the factors affecting the Implementation of the Training Strategy

3.9 A training database and records were never set up with a named administrator and international consultants were not systematically informed of training events that had taken place within other disciplines.

3.10 Most SS dealt with their own training and the bulk of this had finished or models of the training had already been set up by the time the Training Strategy was approved.

3.11 The GEF changed its position during the lifetime of the project from a scientific approach to one of strategic and International Waters Management. In neither was there significant room for the lakeside population to get involved in decision-making. On the other hand, the second approach gave an impetus and validation to starting EE programmes.

E Lessons Learned

3.12 Training and EE were joined in one objective and thus led to long term misunderstanding of the link. In future they should be separated.

- EE was not an SS, it was meant to be a programme of activities. It is a tool that should synthesise learning from all aspects of the project and be used to facilitate the dissemination of appropriate messages to different interest groups;
- Training should be about capacity building throughout the project, not just be linked to EE;
- In practice, many EE activities happened to be training or facilitation;

- 3.13 Neither training nor EE were seen as core activities of the project. Had they been, the facilitation of both project communication and integration of all the sectors would have been more assured.
- 3.14 The Management of Training and EE activities was not easy for two international, part time consultants without a formal mandate for the length of the project. A Regional Facilitator would have been the best way of ensuring sustainable regional capacity being built through direct and continuous contact with the team.
- 3.15 The whole programme started three years too late to ensure a sustainable EE human resources in the region and to ensure a properly-funded comprehensive programme.

4 THE PROCESS OF IMPLEMENTING THE TRAINING STRATEGY

A The Approach

- 4.1 The whole approach of the Training Strategy was to build capacity in the region. We wanted to encourage nationals of the riparian countries to feel ownership and take responsibility for the LTBP Goal and Immediate Objectives, both in the short and the post-project term. Thus building a skilled, confident and competent team was a priority. The kind of team required was one that could make the links between different stakeholders and the SS and which could use the other project processes (TDA, SAP process, Convention) as pointers for priority actions. Thus the activities the international consultants concentrated upon, were facilitation and training of skills in:
- communications between themselves, their target groups within their country, between SS and national committees and the region;
 - use of documents for analysis, synthesis, extraction of information, interpretation;
 - project management, including proposal writing, realistic planning, implementation, evaluation (including accurate self-assessment) and reporting
 - pursuit of excellence (i.e. high quality work)

B The Process

- 4.2 The Training Strategy was discussed and approved, and the appointment of a Regional Training and Communications Facilitator ratified, in the 3rd Steering Committee Meeting, on 12th August, 1998.
- 4.3 Team Members for the Training and Communications component were recruited in each riparian country. In Tanzania and Zambia it only meant extending the roles of the NEEC. However in Burundi and Congo this process had to be initiated. The National Working Groups (NWGs) helped to identify the co-ordinators. In Burundi, a member of staff from the Institut National de l'Environnement et de la Conservation de la Nature (INECN) was chosen. In RDC however, it was more complicated due to the distance between Kinshasa and the Lake and to the insecurity in Eastern Congo. Finally the international consultants and Project Management chose a representative from the Centre de Recherche en Hydrobiologie (CRH), based at the lakeshore in Uvira, and invited one local Non-governmental Organisation (NGO), Centre d'Action

pour le Developpement Durable et Integre dans les Communautés (CADIC) to be part of the initial process.

- 4.4 A first workshop with the National Training and Communications Coordinators plus the SS Facilitators and the Scientific Liaison Officer (SLO) was held in Bujumbura, in January, 1999 (see Figure 1). The purpose was to establish a programme of environmental education and training for Lake Tanganyika and its basin. The result of this workshop was to initiate the team-building process, to clarify roles and responsibilities (in a Terms of Reference) and to establish the need for a separate workshop to clarify EE roles and priorities.



Figure 1: Group Photo from January, 1999 workshop, Bujumbura.

(Left to Right: Richard Paley, BioSS Facilitator; Rachel Roland, Training and Communications consultant; Kwali Mfuni, National Training and Communications Coordinator, Zambia; Assumani Kimanuka, representative of CADIC, Uvira, RDC; Kelly West, SLO; Bartholomew Tarimo, National Training and Communications Coordinator, Tanzania; Munshimbwe Chitalu, Assistant National Coordinator, Zambia; Monique Trudel, Training and Communications consultant; Olivier Drieu, Sedimentation SS Facilitator; Cecile Gakima, National Training and Communications Coordinator, Burundi; Mudherwa Nshombo, Director General, CRH, RDC).

- 4.5 A second workshop was held in March, 1999, with the NEECs and a partner from the lakeshore. The purpose of that workshop was to clarify EE roles and responsibilities and to draft a workplan that would be discussed with national teams and committees. The draft workplan there was based on the Transboundary Diagnostic Analysis (TDA) and the national Strategic Action Plan (SAP) documents. The NEECs were already those responsible for Training and Communications and at this workshop their title changed to Training, Education and Communication Coordinators (TECCs).



Figure 2: Participants developing their Workplans in Kigoma, March, 1999.

- 4.6 A third and final workshop was organised to train the TECC team in Training of Trainers, Communication Skills and writing proposals for activities, and was carried out in July, 1999 in Bujumbura. It was seen as a priority activity of the LTBP Training Strategy, which was officially adopted at the 4th Steering Committee Meeting in Nairobi, on May 28th, 1999. The workshop participants were augmented to include not just TECCs but also lakeshore contact people, facilitators, potential partners in activity implementation. This meant that the new SESS team such as presently existed, and its International Coordinator, was also invited to participate. The outputs were demonstration training and facilitation sessions, revised workplans, and agreed activity proposal format and approach. At this time, we were told that there would be a limited budget for each country.
- 4.7 At the July workshop it was agreed that the TECC teams would present proposals for quarterly activities for the first two priority activities they needed to implement: one from Training and one from EE. The idea was that they could put into practice what they had learned throughout the TECC process and that the international consultants and Project Coordination Unit (PCU) would advise them on how to revise these in order that the final result was a professional proposal. This would stand them in good stead for post-LTBP funding requests. The proposal writing up to fund release, took up to 5 months.
- 4.8 The in-country TECC programmes have been implemented between January and May, 2000 and are evaluated in section 5 of this report.

- 4.9 The international consultants travelled to the region for the first and final monitoring visit. The purpose was to undertake one-to-one follow-up of the proposals and to support their implementation. The output was that the TECC teams were more confident to carry out their work programme and had planned their approach and materials in sufficient detail to effectively achieve their objectives. Each country was at a different stage of implementation - Burundi and RDC were finalising their proposals; Tanzania had carried out the first part of their activities and Zambia were also mid-way through their village workshops.



Figure 3: RD Congo working on Revision of Draft material

C Evaluation of the Process

- 4.10 The internal evaluation was conducted by the International Consultants and the TECC teams. A loose questionnaire was sent to the TECCs for them to comment upon. There were two complete responses. There was no response from one country and the response from another was taken in January, 2000, before the activities were implemented. The authors decided to use this evaluation and present the views as they stood then.

1 Factors Influencing Implementation

a. International Consultant View

- 4.11 The TECC process was very intensive for an 18 month period and for part time staff. Considering this, alot has been achieved in the way of activities and capacity building.
- 4.12 The TECC process took a capacity-building stance from the beginning for national staff. The whole structure of the strategy and process was aimed at this. Although it meant an ambitious programme that was not completed due

to a number of external and internal factors, the process has been appropriate. The approach did not allow for short term activities that would appear nicely on output sheets but were not linked to achieving the overall Goal and Objectives of the project and on balance this was the correct decision. The majority of the TECC team are more confident and competent to carry out both training tasks and EE activities and planning.

- 4.13 The planning approach adopted meant that the draft EE programmes were based on the SAP and TDA, which guaranteed that national priorities were taken into account and ensured support at national level.
- 4.14 The workshops were relevant and participatory, according to all evaluations. They were adapted to the capacity and changing needs of the TECC and they encouraged the participants to practice new skills and question long-held attitudes. All workshops and planning sessions stressed ownership of the activities by TECCs.
- 4.15 It was innovative to ask the TECCs about the tasks and responsibilities they felt they could take on. This meant that although, ownership was nominally theirs, this new concept led to some instability and a need for greater support. The few international inputs did not permit sufficient support.
- 4.16 One of the aspects of support needed was to help the commitment to stay in contact. People were far away from each other and it was a new concept to just keep in touch to swap news. The team spirit built up by workshops needed more and regular follow up in the field.
- 4.17 One very positive factor influencing the programme was the mixture of Francophones and Anglophones together in the same workshops and meetings. This showed a recognition of team expertise, facilitated team building and allowed sharing of experience. Although hard work, this showed that having faith in cross-language communications gave better outputs and was not a barrier to learning and action.
- 4.18 The SS Facilitator positions were filled by people who had many good training skills. They were aware of the need for multidisciplinary discussion and were open to learn new techniques and to build up relationships with the TECCs outside their SS duties.
- 4.19 The TECC team from all four countries was very mixed. Most came from government institutions and worked in the area of EE. Thus they were not confident in training management. Those coming from capital cities or institutions based away from the lake did not have a close relationship with local communities and their environment.
- 4.20 Most of the team were already involved in the project and due to time constraints in the project, it was most sensible to extend their contracts and TORs to cover the extra responsibilities.

- 4.21 The understanding between TECCs, their institutional position, and the LTBP contracts was not perceived clearly by some TECCs and there was thus room for dissatisfaction. This had a negative influence on the execution of the concerned programme.
- 4.22 The TECCs strengths meant that instead of the international consultants training them and they training others to implement, they were directly trained to implement programmes. Bearing this in mind perhaps longer should have been spent on a specific training on project management and proposal writing.
- 4.23 One whole year out of the two remaining of LTBP implementation, was spent waiting for the Steering Committee to adopt the Training Strategy. It also took until the last 8 months of the project to know that there would not be a Regional Facilitator. This affected the International Consultants' continuity and the morale of the TECC team. The TECC team were not sure whether the international consultants were their line managers or just interim trainers.
- 4.24 There was confusion about Training and EE, how they fitted together, how Training fitted with the SS and how EE would fit with the SS. Thus the potential links were not optimised.
- 4.25 The international consultants and TECC teams were not systematically included in the distribution list of all reports. Thus it was not easy for to be up to date.
- 4.26 The international consultants were not part of the Consortium, where budgetary decisions were made. This made it difficult to influence the programme orientation and the writing of TECC proposals. In the face of ever decreasing budgets for this important aspect of the project, which had got off to a very late start, and which deserved more constant input, it was difficult to keep up TECC morale.
- b. TECC view**
- 4.27 What were the criteria of success of the TECC process and support?

RD Congo	Zambia
<p>Organisation of Training linked to LTBP Aims and Objectives and based on needs expressed by TECC.</p> <p>Training received was adapted to the reality and to the user needs which are us.</p> <p>Capacity of the TECC to conceive training programme which integrates the aspiration of LTBP and specific country needs</p>	<p>Number of staff trained</p> <p>Participation in subsequent programmes of collaborating institutions such as Ministry of Education, Local government, Health, Agriculture, etc</p> <p>Number of activities conducted following the training</p>

4.28 Using these criteria, how success has the TECC process been, and why?

RDCongo	Zambia
<p>This process was a success in the sense that the aims that we have fixed were achieved largely.</p> <p>Our team today is capable to identify and prepare target group characteristics, is able to write aims and objectives for Training and Education, identify and analyse the target group needs.</p> <p>The team is capable for the moment to conceive the appropriate material for each target group to support the Training.</p>	<p>On the scale of ten, 6 out of 10.</p> <p>The Zambian team managed to carry out all but one activity prepared after the training.</p> <p>Success rate for the training of leaders was three Strata out of a total of five.</p>

4.29 What if any improvements could have been made to the actual process?

Zambia.
<p>Reduction of bureaucratic procedures of project approvals.</p> <p>Instead of UK or Dar approving, the NC could have taken a lead in approving activities on the lakeshore</p>

D Major Lessons Learned

1. International Consultants' Views

- 4.30 The process used, taking into account the disparity between country progress, security, human resources, institutional and capacity backgrounds and experience, was the right one for EE.
- 4.31 The Process was team building in approach, but also gave ownership and progress and attention to individual countries.
- 4.32 The training role of the TECC did not take off (i.e. collaborating and coordinating preparation of other SS training events). This was considered to

be partly due to the capacities of the TECCs, partly to lack of communication and support and partly also, to the timing of the project. By the time the Training Strategy was implemented, most formal training had already taken place.

- 4.33 Delays and downsizing are demotivating and lead to the part-time staff using their energies elsewhere than on the TECC programme.
- 4.34 TECC and SS people did not perceive themselves as one big team and thus individuals did not take responsibility to keep communication channels open.
- 4.35 It is important to have the right level of person who is actually able to follow through the implementation of the activities.

2 TECC Views

- 4.36 What are the major lessons to come out of this process for future intervention?

Burundi	R D Congo	Zambia
We should have had more time for field activities instead of training. TECC process should have concentrated efforts on funding activities	We could cite the conception and planning of a Training programme. We appreciated the initiation to communication methods such as role play, case study, working groups for example communicate with Anglophones to produce and work together.	Staff training should focus on the field staff with one or two national focal points. Local Field teams are more effective than even more qualified town teams. They know geography and socio-economic factors of the area. Besides they are always available even for post activity consultations when desired by local communities For future activities best always to establish the baseline before going full throttle in the programme. This facilitates easy measurement of success. Most EE/training activities were coordinated by the Assistant National Co-ordinator despite presence of EE Coordinator

5 PROGRAMMES IMPLEMENTED COUNTRY BY COUNTRY

- 5.1 The four countries undertook activities on similar issues - fishing practices - but these were aimed at different groups and used different approaches
- 5.2 In reality most of the activities undertaken were more EE centred - mainly on awareness. But in Zambia, the activities were straight training.

A Burundi

1 The Programme

- 5.3 In this programme the basic and first approach was to work with media as it was believed that they could influence the widest population and also the decision-makers over the kinds of policies that could affect the continuing biodiversity of Lake Tanganyika.

- 5.4 However in reality, the programme that took place in April, 2000 were two days with the aim of making decision-makers and politicians aware of the Rusizi National Park Conservation issues. The "Days of Reflection" took the opportunity to present the major findings of the LTBP Special Studies.
- 5.5 The second activity by the TECC team was to run some events on World Environmental Day (June 5th) at Gatumba, close to Rusizi National Park.
- 5.6 An outcome of the activities was to plan a leaflet on conservation issues in Rusizi National Park " The Natural Reserve of Rusizi: an Irreplaceable Wealth for the Biodiversity of Lake Tanganyika". At the time of writing it had not been distributed.

2 Evaluation of the programme

a. Factors of influence from international consultants' perspective

- 5.7 The TECC was based away from the lakeshore in Gitega and due to insecurity of travel, and lack of direct electronic communications, the advantage given to the country of having Bujumbura (the Capital) at the lakeside, was somewhat negated.
- 5.8 In addition, the lakeshore contact person was also from the same Government institution (INECN), based in Gitega. It is therefore likely that there was no contrast of vision between the TECC team and crucially, it meant that there was no frequent or direct contact with people at the lakeshore.
- 5.9 The TECC was a very senior civil servant, at times taking on the directorship of INECN. Thus there were many other duties and responsibilities to attend to, which meant that even the part-time nature of her LTBP work was pressurised.
- 5.10 The National Coordinator (NC) changed often, since the Director of INECN had that role and there were many directors between 1999 and 2000. This led to a lack of continuity in approach in the Burundi Programme.
- 5.11 The programme was planned to be in Kirundi but finally took place in French, similarly for the material production. This reinforced the limitation of awareness raising to those who read and write in French.
- 5.12 In this programme there was little flexibility and sporadic teamwork. The overall programme was very ambitious and mainly planned for a least 3 years. Thus it did not achieve what the TECC was expecting.

b. Factors of influence from TECC's perspective

- 5.13 What project-related factors influenced the success or failure of the training and EE components of the LTBP and why?

Failure factors :
 Programme approval took too much time

Budget not known from the beginning so it was difficult to plan a programme

TORs too ambitious without the needed resources. (financial)

Socio economics should have been first step and from the priorities identified, an EE programme should have started, bearing in mind the real target group identified by the SE teams.

5.14 What should be done regarding these factors in future interventions?

EE programmes should be approved by the Country instead of passing through UK facilitators and PCU

B R D Congo

1 The Programme

- 5.15 2 Training workshops have been held between March and April, 2000. The first was aimed at fishermen with the purpose of making them aware of the impact of their fishing practices on the Lake as well as the use of the vegetation in breeding sites. This was conducted in Uvira with NGO and CRH as trainers and facilitators. The second workshop concentrated upon agricultural practices in the catchment area. It was aimed at providing farmers with solutions and practical skills for improving their agricultural practices. A second and very important aim was to enable the farmers to contribute to the serious erosion control in the district. Links were made between the impact of farming activities with sedimentation in the Lake. This workshop too was held in Uvira with staff of local NGOs and CRH as trainers and facilitators.
- 5.16 Following the formal workshops field visits were made to both the beach and village areas from where participants had come. These took the opportunity to support monitor the training received and to identify new training needs amongst the wider community.
- 5.17 In addition, “days of reflection” have been organised for a multidisciplinary group of chiefs, authorities, NGOs and fishermen's associations, on fishing issues in Uvira.
- 5.18 From the start of the RDC programme, 8 weeks of local Radio "crossroads" programmes were organised for the purpose of reinforcing and spreading the messages from the workshops widely within the district. Both fishermen and farmers took part in this series.
- 5.19 4 posters and leaflets were produced in draft form and piloted at the workshops. They were subsequently revised and finalised and sent for printing in order to widely distribute them (See Fig.3 for draft poster 4.9 and Fig. 4 for final leaflet).



Figure 4: Final Leaflet, in Kiswahili, on the Impact of Fishing Gear.

2 Evaluation of the programme

a. Factors of influence from international consultants' perspective

- 5.20 The final members of the TECC team were directly from NGOs based at the lakeshore. However up to the ToT workshop in July 1999, they were only admitted to the process as participants. This uncertainty did not affect the final quality of their work.
- 5.21 The TECC team were flexible to respond to local needs and were able to do this since they already had good relations with CRH. Moreover they were also in close communication with the lakeshore communities - both fishing and farming - and were aware of the existing environmental problems.
- 5.22 When the programme was being development the priorities were thus clear and quite straightforward because they came from within the community
- 5.23 The international consultants consider that the TECC team exerted themselves to go round the learning cycle (from experience, to reflection, checking against other possibilities and building a considered and tailored programme for implementation)
- 5.24 The funding issue was not a preoccupation in this programme since they were interested in doing something realistic for the local situation and that the workshops were considered to be pilots of future activities on a wider geographical scale.
- 5.25 From our perspective the outcomes have been innovative in their material, approach and multidisciplinary relationship with the other SS team members. They have been adapted to local reality, its security situation and lack of logistical comfort (computers, transport and communication with the rest of LTBP), and overall contrived to be of high quality. Thus, the outcomes are likely to be sustainable and adaptable for future interventions.

b. Factors of influence from TECC's perspective

5.26 Which aspects were easy to achieve in planning, running and evaluating the mini-projects ?

From our perspective the execution and evaluation were easy to realise

5.27 Which parts were difficult to achieve?

The planning was quite difficult, many corrections had to be made to clarify our aims and objectives.

There was still a confusion between Training and EE activities.

5.28 How far have you achieved your in-country objectives? What are the reasons for this in your view?

We think that we achieved our objectives because the fishermen and farmers are now conscious of the causes of certain problems that they are facing.

Plus, the fishermen and farmers are non-stop asking us when the next workshop will be. The most plausible reason for this is that we have organised these workshops at the moment where both agriculture and fishing practices are at the lowest production level in Uvira region. Plus, the elder fishermen at the workshop were very useful because they constitute the reference and they have witnessed the changes.

The awareness and discussion programmes on the Radio and the field visits were useful to us to ensure the precision of our training and also to reach more people.

5.29 What outside factors helped/hindered you in achieving the objectives ?

Team dynamism, the collaborative spirit and mutual trust that was going on throughout the activities

5.30 What internal factors helped or hindered you in achieving the objectives?

Funds were often released late

Insecurity in certain areas. We can balance this with the Team dynamism, the collaborative spirit and mutual trust that was going on and the understanding of local authorities.

C Tanzania

1 The Programme

- 5.31 The Tanzania TECC team chose fishing practices and conservation issues of the Lake as their priority. Two workshops were held along the lake shore to address the lack of understanding regarding the need to change traditional habits that impact on the environment of Lake Tanganyika. They decided that two particular groups could bring influence to bear on this. These were the Fisheries Officers and the Village Chairmen.
- 5.32 As a result of these workshops, it was decided to produce posters that had been originally conceived by the workshop participants. One poster involved discussion of general catchment and environmental activities, and one that concentrated on the Lake environment.
- 5.33 After the production of the posters, follow-up intersectoral workshops were run with lakeside village authorities on the way to best use the material in order to encourage local populations to be aware of the impact of their activities.

2 Evaluation of the programme

a. Factors of influence from international consultants' perspective

- 5.34 The TECC was in place since early on in the project as the NEEC. This was positive since he knew the project and the people and had participated in both PRAs and also an EE course in the UK. However balancing this was the fact that he came from Dar es Salaam (far away)
- 5.35 Coming from Government institutions and having always worked with civil servants, both the TECC and core members of the team felt they had a priority to continue to work with them, rather than branching out.
- 5.36 This was balanced by the growing relationship with TACARE. This NGO has a lot of experience in working with communities and they also had EE experience and capacity.
- 5.37 A very informal agreement was made with TACARE about who they would second to the LTBP, how often and intensive that workload would be and what LTBP would be able to give in turn to TACARE. In the event the person whom we worked with, though very competent, already had too much work, was very senior and was in great demand by his own project. Other TACARE staff worked on some SS of LTBP. However the materials TACARE needed were not forthcoming (mainly as they have not yet been produced). The agreement made was thus too informal to work in these circumstances and it appeared that the LTBP side of the bargain had not been kept. Even with some discomfort between the projects, the collaboration did continue up to the end
- 5.38 Due to the pre-Training Strategy activities mainly being realised on WED, there was a tendency to wish to continue with this pattern. However these

once a year activities were not linked to on-going programmes and so the potential impact of the big and impressive one-day splash, was largely lost.

- 5.39 The TECC had good physical access to the PCU (the offices were situated opposite each other in Dar. unlike those of any other lakeside interventions). However the resources (people, documents) coming with this proximity were not fully exploited in the elaboration of the programme. This influenced the continuity of the work, and participation of LTBP SS members.

D Zambia

1 The Programme

- 5.40 By the time the TECCs were in place, a process had already started to establish Village Conservation and Development Committees (VCDC) after a meeting of local chiefs in 1996. A campaign of awareness on fishing gear and fishing practices was held in the 1997-8. Taking this experience into account, the TECC team decided to continue and to train these committees. The training was designed to address their role within the villages regarding conservation issues and to improve confidence to plan their own conservation and development programmes.
- 5.41 A long series of workshops was held between January and May around the lakeside in three different Districts. The teams undertaking this were similar in composition to those in the SESS.
- 5.42 A multi-sector meeting was held in Mpulungu to try to harmonise all the different village committees, their roles and relationship to one another.
- 5.43 In addition to these activities directly funded by the TECC Programme, the overall Zambia lakeside programme is marked by its integration with the SESS, which somewhat blurred the boundaries of what did and did not happen through the TECC programme.

2 Evaluation of the programme

a. Factors of influence from international consultants' perspective

- 5.44 The lakeshore contact person was a continuous resource person for the TECC programme and also the SESS. Throughout the lifetime of the LTBP he has been active and willing to work directly with community.
- 5.45 During the monitoring visit, the TECC team made an effort to change their approach and materials for the workshops. However there was still work to be done to ensure that the training was going to be effective in the long term.
- 5.46 Factors affecting the sustainability of the workshops were many:
- The Department of Fisheries' traditional role was that of policing and this approach persisted and will be hard to change just from the improving attitudes of those at the lakeshore

- There was already a vision in place and decisions about programme orientation had already been made pre TECC process, such that there was no room for debate.
- That original vision was not necessarily well thought-through. At the time the Chiefs very supportive of this approach. However a habit has been formed of each new project creating a new village committee. Despite the very useful meeting held to clarify matters in Mpulungu, there are two other district council areas that have not been covered,
- This training constituted 1 activity being repeated over and over again. The VCDCs were set up but in order to be effective will probably need much more support in their initial ventures,
- No materials were produced for village seminars
- The same people, with full time jobs in town, went on most field visits. This could have a negative impact on the quality of their normal work.

5.47 There was good communications with other SS team members and with the locally-based Sedimentation Facilitator and office administration. This meant that there was good mobilisation for fieldwork when it was directed by the TECC and meant that the working environment was cordial.

5.48 The TECC was often changed, even if they were highly qualified and theoretically competent. This meant that not only was there a lack of continuity, but that the individuals could not always acquire more field experience and deep understanding of the communities and their issues.

5.49 However the TECCs individually were very professional and committed when they were actually involved and ensured that the programme moved ahead with speed and efficiency.

b. Factors of influence from TECC perspective

5.50 Which aspects were easy to achieve in planning, running and evaluating the mini-projects ?

Activity planning
 Mobilisation and co-ordination of field teams
 Evaluation was never done

5.51 Which parts were difficult to achieve?

Do not know of any that was planned except those not approved and funded

5.52 How far have you achieved your in-country objectives? What are the reasons for this?

Up to 60% of all approved activities

Availability of material, human and financial resources at times of need

5.53 What outside factors helped/hindered you in achieving the objectives ?

Geographical such as long trips from Lusaka to Mpulungu affected negatively

Money, not all proposals were approved

We experienced sicknesses in the last meeting

Winds on the lake made it difficult to move across to other villages

5.54 What internal factors helped or hindered in achieving the objectives?

Attitudes of some staff belittled others and affected the progress. Especially the aspect some being more senior and perhaps more educated as a measure of being more knowledgeable.

Lack of practical experience in participatory methods

E Lessons Learned through the implementation of the Strategy

5.55 National staff seconded to the project were part time, so it was essential to have a full time regionally-based facilitator/Coordinator to keep the work momentum going and to provide the support needed to implement new-found responsibilities and skills. The programme suffered considerably from this lack.

5.56 In order to maximise work output and team morale, it was important for the TECC team to know the boundaries of process, budget, local and international contracts, support and other resources early on or to have been involved in negotiating the necessary changes. The TECC team morale and continuity suffered from changing goalposts.

5.57 Staff seconded to the project from institutions were not based at the lakeshore and additionally had major responsibilities, both for the project and their own institutions. Programme success therefore became very dependent upon finding someone based close to the lakeshore and who was committed and experienced in working with local communities.

5.58 A contact person based close to the lakeshore had good opportunities to coordinate and collaborate with the SS and local institutions, as well as communities. If they additionally had experience of working with local communities, where rapport was already built up, it was much more likely that communities would take ownership and responsibility for their own future benefit.

- 5.59 In achieving a balanced vision for the country programmes, it was important to have a TECC team whose members had a mixture of institutional, and sectoral experience. For example, RDC, had two NGOs with different foci, working closely with CRH, a government multidisciplinary scientific research institution, which was involved in all the LTBP SS.
- 5.60 There were positive effects on all four country programmes from the international consultants' monitoring visit. This shows the importance of field support to ensure that lessons learned from training are adapted to reality and that teams have the confidence to actually change their previous practice.
- 5.61 All four country programmes followed a routine of planning and reporting and these good management habits are considered to be very important for future monitoring and progress. The reports produced can be found below in the bibliography.

6 RECOMMENDATIONS FOR FUTURE ACTION/PDFC FOCUS

- 6.1 These recommendations take account of the both the focus of the next phase of the LTBP, which is expected go ahead under national government and Global Environment Facility (GEF) Project Development Funds (PDF), and the regional and local priorities, as seen by the national TECC teams.

A Recommendations from International Consultants

- 6.2 Training and EE strategies are already in place and the implementation process has begun in all four countries. It is recommended that funding be continued for EE work already started on the basis of future monitoring and evaluation. It is also recommended that relevant documents produced during LTBP are used for guidance. These documents can be found at www.ltbp.org and in the bibliography below.
- 6.3 A Capacity Building approach should be at the core of the Interim and Permanent Lake Management Authority. In practice this means that a named individual should have clear responsibilities laid out in a Terms of Reference, and that they should have a budget to work with to ensure skills development both within the Authority and in the region. If this occurs, the likelihood of continuity and commitment of regional institutions and their staff will be strengthened.
- 6.4 EE has to be initiated at the start of the next phase and continued throughout it at the core of the Authority's function. EE is the tool that influences and turns science and policy into conservation practice and changed behaviour.
- 6.5 Interdisciplinary teamwork with a focus on lakeshore livelihoods will ensure a balance of vision to achieve well-targeted activities that will result in biodiversity conservation and practical lake management by the lake users.

- 6.6 Therefore the Authority must take a partnership approach with lakeside communities in order to both ensure the sustainable livelihoods of the population and that the SAP and Convention can be realistically applied.
- 6.7 In order for the above to take place with continuity, momentum, discussion and evolution, an active communications network has to exist between key stakeholders, including scientists, lake authorities, communities, institutions like Government and NGOs. Resources (time, Human, money) have to be allowed for this.
- 6.8 To ensure an Institutional Memory for the Lake Management Authority, there is a crucial early need to put in place accessible and simple systems for data storage, reporting and monitoring. This will help all the inputs and activities that take place to be cross-referenced and used by anyone needing information about the lake and project.

B Recommendations from TECC teams

- 6.9 The following sections contain the thoughts and recommendations of the TECC teams.
- 6.10 How will the activities be monitored/followed up on now that the project is finishing?

RDC	Zambia
<p>About the concern of the After LTBP situation, we think that they wouldn't be too many problems in the sense that CADIC and NOPTA, who were the TECC members, have worked for quite a long time with farmers (CADIC) and fishermen (NOPTA).</p> <p>These 2 associations will continue working as much as they can depending on their resources.</p> <p>This is why we have estimated that if the remaining budget (if still available) is used, we would like that the Radio programmes on agriculture and fishing practices be continue to be organised every 3 months and up to December 2000. This would have a certain impact on the public.</p>	<p>Think of leveraging other funds and use of local institutions whose activities that were traditionally those carried out by the project.</p> <p>Resources especially financial and material may not be enough if extra financing is not found</p>

6.11 Which are the *priority* areas in your country that a new intervention should take account of?

RDC	Zambia
<p>Funding Local NGOS to start reforestation and extension of appropriate cultural technique as pilot projects.</p> <p>Install a credit system for fishermen and farmers to enable them to acquire adapted material</p> <p>Support the activities of fishing ponds and livestock activities as substitution products to the lake fishing pressure</p> <p>Training of fishermen by workshops and awareness programme at the Radio, leaflet, film and theatre, etc..</p> <p>Making aware public authorities on the creation of reserves and aquatic park</p> <p>Strengthen the capacity of the TECC team by training and scholarship</p>	<p>Co-management of natural resources emphasising the issues of gender to address both practical and strategic gender needs; local participation; equitable benefit sharing.</p> <p>An intensive awareness campaigns and further socio-economic studies would help the situation. Otherwise, community project management and conservation should be the priority to address priority issues.</p> <p>Training of community resource management workers as a way of capacity building for sustainable resources management</p>

6.12 What sectors (i.e. disciplines) need to be involved with each other and with EE in future interventions?

RDC	Zambia
<p>The disciplines such as socio-economy and fishing practices should be more linked.</p> <p>The fishing practices are a flight from the base of socio economy.</p>	<p>Basically all SS should be involved with SE. SE should be the focus for sustainable management of the lake.</p> <p>Scientific information should be translated into social information if there is such a thing.</p> <p>The SE should have very strong links with EE in the field. Care should however be taken to distinguish the two at every aspect of the activity.</p> <p>Put differently the SE will translate the information into what people can understand and deliver most of it through EE.</p>

6.13 Who are the “real” major priority stakeholders to work with in future?

RDC	Zambia
<p>Uvira area :</p> <p>CADIC, NOPTA, COOJEPU , MUPALTA, COPELAC, ADDIPELTA, COREPI, AJEDIKA, MWAKA, CAN, COJERU</p> <p>Fizi area:</p> <p>SOCODEFI, SOPELTA,GEADES, ASMAKU</p>	<p>These local communities are primary.</p> <p>The institutions with legal mandate including ECZ, Zambia wildlife Authority, Fisheries. Agriculture, Community, Health, Education, Environment, Tourist and the donor community are the second.</p> <p>Others are business institutions that include commercial or industrial fishers, credit institutions, processing companies etc.</p> <p>Others are listed in the TDA</p>

6.14 Which institutions do you think should be involved in any future intervention and how should they work with other institutions?

RDC	Zambia
<p>The Institutions that should also be linked to future interventions are: ECN (Environnement et Conservation de la Nature) and Agricultural extension services.</p> <p>These 2 are technical services working on our territory. They can give advice to NGOs and co-operatives involved in the project</p>	<p>As above and consult the TDA for the relationships and nature of work</p>

6.15 How do you see your involvement with the Lake Secretariat?

RDC	Zambia
<p>As the Lake Secretariat is a permanent organ it should be in close relation to the actual TECC members.</p> <p>If needed, the TECC should be working closely with the Secretariat in order to conceive Education programmes and to do the follow up of activities that will be funded.</p>	<p>Being the custodian of clean environment in Zambia, ECZ still commands the central role in policy formulations, implementation and execution of activities on the ground.</p>

6.16 What are your overall recommendations for future programmes?

Burundi	RDC	Zambia
<p>Overall budget to be known from the beginning of the programme so that funds could be released regularly up to the end of the phase.</p> <p>The EE coordinator should from the start know the budget available</p> <p>Training should be more adapted to individuals and their specific needs</p> <p>Local population to be more involved in the identification of needs and issues in order to clarify their role.</p> <p>Priority should be identified and approved by Country.</p> <p>There should be an harmony between all project staff for contract purposes and allowances.</p>	<p>Convey the project activities to the whole of the Lake (DRC coastal)</p> <p>The budget allowed for EE should be proportional to the area to be covered and be released in time.</p> <p>The Activity programme should be approved in time and executed integrally</p> <p>Special effort should be made on field activities (eg. reforestation)</p> <p>The co-ordinator for socio-economy should always be associated with TECC activities</p> <p>EE activities should start at the same time as the other disciplines or SS</p> <p>Provide a financial support to fishermen (motors) in order to reduce the Fishing pressure at the littoral side.</p>	<p>Focus of activities should be on participation of local communities and the equitable share of benefits.</p> <p>Most development activities flop due to wrong targeting.</p> <p>Therefore, the future should take serious considerations of gender issues as means for achieving progress at field, intermediate and even macro levels. The importance of the youth in development should not be ignored.</p> <p>Therefore, the future should carry out in-depth SE surveys of both the lakeshore and wider catchment communities to identify specific roles different social groups could play.</p> <p>Training should be taken through to local communities to build capacity of "Community Natural Resource Managers".</p> <p>The other area of focus should be on field teams and not otherwise.</p> <p>Problems with office personnel are lack of linkage with communities as such knowledge ends up on the shelves gathering dust.</p> <p>Attitude change can be the largest drawback to success of the programme. Appreciable amount of resources should be invested in creating awareness of the issues at hand.</p>

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