

3. PROPOSED ACTION PROGRAMME

3.1. Strategic Goal

The strategic goal of the proposed training programme is to ensure that the Wildlife Department has qualified and competent staff. The programme will seek to:

- ensure that the organisation has the correct mix of knowledge skills and abilities
- provide learning opportunities and motivate people to learn and apply what they have learned
- enable performance at the highest levels of quality and service

The action programme proposed for training will meet the existing training needs of WD staff, will have flexibility to address new training needs as they are identified and will begin the process of institutionalising in-service training by improving service delivery. The level of funding proposed for the five year period is not sustainable. If, however, the training programme is successful many staff will have up-graded their knowledge and skills, the HRDO will have grown into his/her job and be competent at securing funds for future training, and an ethic of cascading knowledge and skills will have been put in place through improved and structured on-the-job training. These achievements will be the prime mechanisms for establishing a smaller but sustainable training programme after the initial investment in capacity building.

3.2. Proposed Wildlife Department Training Strategy Objectives

A training programme should be firmly rooted in an articulated training strategy. Some objectives for a training strategy are proposed below and have formed the basis for designing the training programme which follows.

3.2.1. Establishing the Function of the Human Resources Development Officer

The main function of the HRDO is to coordinate all training activities undertaken for staff across the whole institution - at the organisational, departmental and individual level. Whilst the HRDO might have the capacity to implement some of the training required, his primary focus should be the coordination of the development and implementation of a training strategy and plan. The HRDO should be responsible for ensuring that any training event is in response to a training need, is designed appropriately for its target, and is delivered in an appropriate way. The HRDO should have a register of trainers with proven training skills from within, and outside the organization. He should also be responsible for ensuring that effective monitoring and evaluation of training is undertaken. The role of the HRDO is most crucial at the divisional level where he should provide guidance and support to managers who are planning and undertaking training activities. The HRDO needs to have good understanding of each division's training needs. In addition, the HRDO will need to develop systems for allocating budgets to divisions' training. He should also be able to identify any areas of overlap in department training needs and hence increase cost-effectiveness by suggesting combined training courses. Finally, the HRDO should have some responsibility for looking for funding or sponsorship of training.

3.2.2. Institutionalising In-service Training

A long-term goal of the Human Resources Development Sub-division should be to work towards institutionalising in-service training. The PARCS project identified the primary components of an institutionalised programme as:

1. Training policy endorsed
2. Training unit in place
3. Job descriptions for key positions developed
4. Training strategy in place
5. Training personnel in place
6. Methodology of systematic identification of training needs in place
7. Training plan developed
8. Financial resources committed for training
9. Appropriate training implemented
10. Monitoring and evaluation systems in place

Each of these ten elements is linked and many are precursors to others. Although not all steps need to be completed in the order of presentation above, all ten are integral to a truly institutionalised programme.

3.2.3. Training at an Organisational Level

There are some knowledge areas, skills and attitudes which are needed across the whole organisation for many staff from different divisions. A training plan should identify which areas are 'core' to the whole organisation and then develop a series of development activities to address these areas. Examples of core competencies would include understanding one's organisation, time management and communication skills. Other essential elements for a functioning organisation lie in the field of organisational management. Examples include operational planning and budgeting. Once again training activities should be developed which would be given on a regular basis, should be structured to allow progressive professional development by WD staff throughout their careers. Successful completion of the activities or courses (where appropriate) and subsequent application of new knowledge/skills received in the work place would form part of the process of promotion. These activities and courses would form the backbone of the WD in-service training programme. It is anticipated that most of the courses would be taught in-house, but that some of the more senior level courses would need the support of external trainers in the first few years.

The advantages of such a training approach are several fold:

- WD would be able to ensure that its staff were trained in key areas prior to promotion into jobs which require those knowledge and skills
- WD staff would join the Department knowing that they would receive professional training and have opportunities for career development. (This could be an attractive recruitment strategy and could even be envisaged as a sort of 'contract' with WD and its employee)
- The training courses would provide an opportunity for staff members from different divisions to work together
- WD would know that it is developing competency in all its staff and that individuals would be in an equal position to demonstrate flair and competence
- The training would increase the professional status of the WD staff at a national level.

In order for such an in-service training programme to work it would be essential that funds be allocated to this core component of the overall WD training plan on an annual basis. It is proposed that funding for this component would need to come from the WD core budget and not be dependent on external support. Whilst this may not be possible in the first few years of the WD establishment, it should be a key target for the Training Committee to work towards.

3.2.4. Training at a Divisional Level

It is recognised that some knowledge and skill areas are specific to the various functional divisions of WD. One of the key functions of the Deputy Chief Wildlife Officers and the Training Committee will be to work with the line managers of each division to develop a division-level training plan. These plans are likely to include a variety of training methods, some will include other specific short in-service training courses, or structured on-the-job training. It is possible that some divisions would also develop 'core' courses at a divisional level. These courses will primarily be focused on technical aspects. The key to the success of division-level training plans will be an understanding and commitment by the divisional managers as to the importance of performance management in achieving the organisation's objectives and therefore that the identification of training needs and the coordination of training, and following up performance in the work place, is an integral part of the manager's job. Results of training must be tracked to allow relevant future training to be planned. The advantages of such an approach are:

- Divisional managers develop an awareness that training is not the responsibility of the HRDO
- Division managers have an opportunity to develop realistic, appropriate training plans.
- Division-level planning allows an opportunity to maximise use of human resources in-house for training and also can help develop a stronger awareness of the different methods of training which can be used
- Division managers can reinforce the purpose of training to improve job performance by careful follow-up and performance appraisal.

3.2.5. Training at the Individual Level

The proposed organisational and divisional-level training plans will be designed to meet most of the training needs of an individual staff member to undertake his/her job. Most of this will be through courses, workshops, on-the-job training and may not have been specifically tailored for the individual. This is a pragmatic approach which will allow most of the needs of the organisation to be met and yet still ensure professional development. However, there will be cases when individual-focussed level training is appropriate. This should be tied to both personal and organisational needs, but in some cases individuals secure funds for training on their own. The Training Committee will need to develop a policy on how such individual cases are handled and look for ways for the organisation to optimise the knowledge and skills gained by the individual on his/her return from training.

3.2.6. Maximising the Role of Wildlife Department Staff as Trainers

For a successful in-service training strategy most of the trainers should be drawn from the staff of the organisation. The key challenge is for staff to understand that this is an integral part of the requirements of their job and to accept responsibility for running short courses and

providing structured on-the-job training. Job descriptions need to reflect this function. In order for WD to benefit from this in the mid and long terms there will have to be an initial investment to develop staff skills and confidence to perform this role.

3.3. Strategies - Training Approaches and Methods

The following training approaches and methods are proposed for WD to ensure a training programme that is consistent with the WD training strategy and its focus on in-service training. In identifying approaches and training methods the Consultant paid particular attention to one of the guiding principles of the WD training programme (see 2.1.4.2)- *the internal capacity to do training should be recognised and utilised.*

3.3.1. Establishing Principles and Mechanisms

In developing this training programme the Consultant has focused on WD and tried to be pragmatic about the competing financial and time demands placed on all WD staff and on the absorptive capacity of the organisation to plan and schedule training at the same time as carry out its many other functions. The training needed by WD could realistically be achieved in a ten year programme. The challenge therefore is to set up initial activities which address priority needs but also to set up principles and mechanisms of how to achieve successful staff development in the long term.

In the proposal the Consultant has placed considerable emphasis on building up capacity within WD to plan, run and monitor cost-effective affordable annual training plans in the long term. This is in the belief that this will be the only way to ensure that all cadres of staff across WD receive the necessary training, at the appropriate time and in the appropriate place, to allow the staff to fulfil the requirements of their jobs, and in this way directly contribute to WD achieving its overall objectives.

3.3.2. Beginning with Training Management Teams

The first area of major emphasis is to train management teams within WD. There is a clear need, once team members are identified, to develop them in how to work as a team and to understand fully the role of that particular team. If WD is to receive significant investment it is likely that an Executive Planning team would be established as was done for PAMWCP. One team that will need to be targeted is the proposed WD Training Committee. The Training Committee would most likely be comprised of the Deputy Chief Wildlife Officer of the Administration, Finance and Human Resources Division, the HRDO, the Personnel Officer, Protected Areas Coordinator, Community Conservation Officer, Tourism Development and Marketing Officer, Research Officer, Head of the Field Training Unit and a representation from senior officers from the field. The main area of development would be in understanding human resource management, the role of training in an organisation and how to identify training needs. It is envisaged that the Training Committee would receive some targetted in-service courses but would also benefit from external advice on a quarterly basis to guide some of these developments.

3.3.3. Covering Priority Functional Areas

In establishing an in-service training programme it is anticipated that during the first two, and most likely the first four, years most training activities focussed on core competency and management skills will need to be delivered by external trainers. This will allow priority areas to be most effectively addressed. After that time it is anticipated that most of the core competency and some of the management training will be undertaken by WD staff themselves. It is planned that from the start most of the technical skill areas will be taught by WD staff and/or advisors with support from other national expertise where appropriate.

3.3.4. Technical Training

The core business of WD is the management of wildlife to achieve WD's goal. Clearly there are many technical subject areas where WD staff need competence to enable the development and implementation of resource management/protection strategies to meet protected area conservation objectives. Knowledge of the types, locations, trends and requirements of natural and cultural resources, threatened and endemic flora and fauna, and key species of the ecosystem is needed. Survey and monitoring techniques must be known and field collection and data analysis practices and methods established. The circular links between the results of applied research and setting management objectives for a protected area must be fully developed. Whilst most WD staff at certain entry points will have received formal training in these areas, there is still a need to refine techniques, establish data collection methods using a variety of staff at field level, and ensure that protected area management plans are based on strong technical know-how. As most of the technical skills exist within the WD staff, or within the national universities, it is anticipated that most of the training in these areas can be achieved through short courses in protected areas, and through a participatory process for developing park management plans.

3.3.5. Job Positioning

Within the new WD there are several non-traditional wildlife management technical skills areas encompassed into posts. Most notable are tourism development and marketing skills, community conservation skills, legal aspects, visitor and interpretation services, human resource management and a greater emphasis on public relations. Whilst it is expected that the incumbents in the related posts will be experienced Ghanaian nationals - most may not have had external exposure to realise the full potential of their organisational niche.

The Consultant suggests that there could be a significant advantage if certain job holders were given the opportunity of seeing successful models of their technical area. The Consultant proposes that a series of short, well structured familiarisation study tours would be the best approach. It is envisaged that these tours be made when most incumbents will have been in post for at least six months. Study visits would be designed with firm objectives and would particularly focus on developing a vision for the respective WD division. It cannot be overemphasised how important it is that these visits are well structured and are clearly understood as job positioning activities. It will be crucial to the successful implementation of the proposed training plan that study visit opportunities are used maximally.

The Consultant has identified the following posts as those likely to benefit from job positioning visits - the final decision on need will have to be made after incumbents have been selected.

- Human Resources Development Officer and one member of Training Committee
- Projects Coordinator
- Conservation Education Officer
- Zoo Superintendent

3.3.6. Instructional Skills for Officers and 'Cascading'

Everyone within an organisation has knowledge and skills which s/he could share with colleagues and allow that colleague to do his/her job better. If a culture of sharing knowledge and working with colleagues pervades through an organisation, the value of the sum is very soon more than that of the individual parts and there is a direct link to enhancing the achievement of organisational objectives both qualitatively and quantitatively. Unfortunately in many situations knowledge is seen as power and carefully guarded. One of the central tenets of an in-service training programme is that colleagues are drawn upon to share skills and knowledge through a variety of training methods. This could be by an individual becoming an expert in a particular area, and then running short courses on the particular topic at field level. It could be through having a recognised coaching role for some individuals to ensure that other cadres become flexible, self-responsible and able to learn. Coaching with its focus on practical issues of immediate relevance, together with personal contact and cost-effective use of time is a well proven strategy. It could be by having an annual technical meeting where staff give presentations of what they have learned on external training courses.

The other main area of opportunity is through on-the-job training. Effective on-the-job training requires a clear understanding of job roles and performance standards expected. It requires a more senior person understanding his/her role in training and the transfer of skills in a structured, orderly and timely way. Most importantly it requires that that senior person has strong instructional skills and the ability to plan how and what to cover through training. There is therefore a need to ensure that instructional skills are given to key line managers within WD.

With an organisation the size of WD it would be difficult, and costly to train all supervisors in instructional skills through external support. It is also not needed. With careful planning, and with an organisational culture of sharing with colleagues, one can set-up a 'cascading' effect to pass knowledge and skills down through the various cadres. Simply stated an officer gains new skills and methods to share this information at the appropriate level with the people s/he directly supervises. The more junior officer in his turn shares the appropriate information with other cadres within the protected area. To make sure that 'cascading' works it is important that everyone recognises and takes responsibility for training.

3.3.7. Using Training Funds and Technical Advisors for Organisational Objectives

A point worth reemphasising here is that WD has several donor-funded projects working to support it. Many of these projects have a strong capacity-building focus, with funds for

training and Technical Advisors assigned to the projects. In some cases the funds for training are for specific purposes tied closely to the projects' objectives. In other cases the funds would be available to WD staff if a reasoned case was presented for why the training was need. The development of a training plan can provide an opportunity to harness funds available for training more effectively. Mechanisms for tracking available funds (and any restrictions these might have) needs to be set up.

A structured training plan also provides the opportunity for Technical Advisors to contribute towards training of a much wider group of WD staff than just the colleagues with whom they are closely associated. Efforts should be made to ensure that this expertise is well harnessed.

3.3.8. Addressing Career Path Development in Relation to Training

One area of human resources management which needs more forward planning by WD is that of career path development. There is a need to ensure that a 'path' exists upwards through the organisational structure for aspiring staff members and mechanisms to ensure this must be developed. These mechanisms must however take into account the pyrimidal structure of the organisation and recognise that only a limited number of officers will be able to progress high up the organisation's hierarchy. Through a well established in-service training programme, tied closely to organisational needs, several 'path routes' can be developed. The key focus of the WD training programme will be to provide in-service training as a key means of increasing eligibility for promotion. Formal training can (and most likely will) have a role to play, but will not be the only means of achieving eligibility for certain posts. WD will need to develop its policies on career path development at a fairly early stage of its operations - as many staff will need to have this explicit if they are to be committed to learning through in-service training methods.

3.3.9. Using Formal Training to Maximal Effect

Formal training is important as part of an integrated plan for career path development. Although this is an area where WD still needs to refine its policies, for the purposes of planning a training plan some initial assumptions have been made. For example at present the qualification needed to be a professional officer is a degree, Technical Assistants must therefore have the potential to gain a certificate and a diploma and in due course degrees if they are to aspire to be a Senior Wildlife Officer and beyond.

Emphasis would need to be placed on ensuring that formal training was an integral part of a structured training programme and that it in no way represented superior training to that offered in-service. The opportunities to attend the courses would need clear links to good performance, criteria for eligibility, a rigorous selection process, a policy on study leave and an agreement to be 'bonded' to the organisation on return from training. Promotion should not be automatic on completion of formal training but instead should depend on the appropriate and timely application of new skills and knowledge.

3.3.10. Consolidating Instructional Skills and Effective Mechanisms - a Field Training Unit

As WD goes through its reorganisation and establishes new working policies and practices over the next two to three years, a much clearer picture of the continuing on-the-job training

needs will emerge. These will most likely continue to be particularly needed at field level. By this time many officers will have increased their instructional skills and a small group of WD staff particularly adept as instructors will have emerged. It could be anticipated that WD would see the need to consolidate this expertise and formally establish posts for dedicated WD instructors. Based on experience from other protected area authorities the manpower needs for in-service training for a body with 800 people would be 3-5 dedicated training officers/instructors.

3.4. Specific Activities

Five key target groups have been identified for the focus of the WD training programme. These comprise:

- The Human Resources Development Officer
- The Training Committee and Field Training Unit
- Professional staff
- Technical staff
- Support staff

The main components of the proposed training programme are summarised in Figure 4.

The activities listed below include two components: a core component which in the Consultant's view are essential activities which must be completed for a successful training programme to have been achieved; and a broader component (should significant funds be forthcoming) which would enhance the impact of the training programme. (*The broader components are written in italics*).

3.4.1. The Human Resources Development Officer

As it is likely that the HRDO will be recruited from within the Wildlife Department it is important that the incumbent will be given a good grounding in human resources management practices. The following activities are proposed:

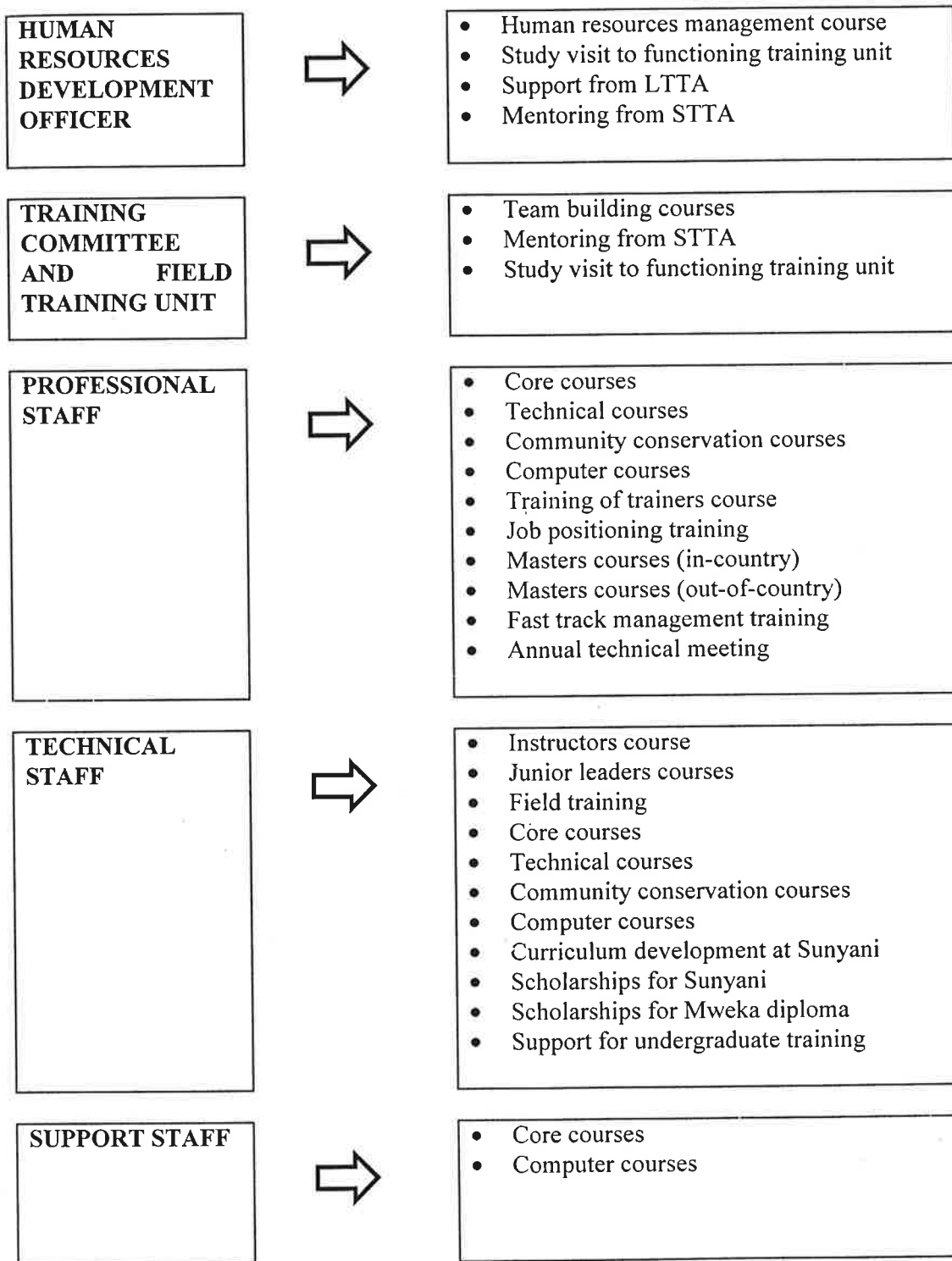
3.4.1.1. Human Resources Management Course

A three month out-of-country course on human resources management. Suitable courses are run by Crown Agents and University of Manchester in the UK.

3.4.1.2. Job Positioning - Study Visit to a Functioning Training Unit

A visit to South Africa to visit the Mumpulanga Parks Board Staff Development Unit, the Game Rangers Association, Natal Parks Board Training Department, the Southern African Wildlife College and Technikon SA. Mumpulanga Parks Board has a manpower complement the same size as WD and a functioning Staff Development Unit. Natal Parks Board - although bigger - has an impressive staff training programme. The Southern African Wildlife College, which is located close to Mpumalanga, will be offering diploma courses in wildlife management from 1998 and the Game Rangers' Association is involved in developing performance standards for the wildlife training industry as well as focussing on ranger level training (see 3.4.4.1).

Figure 4: Main Components of the Proposed Training Programme for the Wildlife Department



3.4.1.3. Mentoring from a Short-term Technical Advisor

Recruitment of a short-term technical advisor (STTA) to mentor the professional development of the HRDO and provide guidance on human resources management issues. It is envisaged that the advisor would be based in Accra and would be contracted to provide one week of services every quarter. Crown Agents has a human resources management specialist based in its Accra offices, and agencies such as GIMPA could provide a similar service.

3.4.1.4. Support from a Long-term Technical Advisor

Recruitment of a young Ghanaian human resources development professional (or seconded from a private sector company under contract) to provide two years of support to the HRDO. It is envisaged that this person would be responsible for working with the HRDO, Training Committee and Field Training Unit (see below) to ensure that the proposed training programme be implemented in a timely and efficient manner. The Consultant feels that an inexperienced HRDO would not be able to implement the proposed training programme without the energy and motivation of a young person from the private sector. In recommending that a young national be put in place as an advisor the Consultant is assuming that the Wildlife Department will have an experienced Principal Technical Advisor assisting with the overall change management of the Department.

If the Department does not have a senior technical advisor in place, then the Consultant would recommend that an international technical advisor be recruited on a two year contract to advise the HRDO.

3.4.2. The Training Committee and Field Training Unit

Once the Training Committee and the Field Training Unit respectively have been established it is proposed to:

3.4.2.1. Team Building Course

Contract a private sector company to run a short course with each group to develop the team members' understanding of the function of their team and how to perform as a good team player.

3.4.2.2. Mentoring from the STTA

The local short-term technical advisor should attend all Training Committee meetings (to be held quarterly) and assist the Training Committee to meet its remit.

3.4.2.3. Study Visit to a Functioning Training Unit

One member of the Training Committee should be selected to accompany the HRDO on the visit to a functioning training unit.

3.4.3. Professional Staff

The professional staff cadres span the most senior managers within the Wildlife Department to the recent graduate recruits. As the main planning and management function of the organisation is carried out by this group most of the emphasis within the training plan has been placed on improving knowledge and skills through short courses. The following activities are proposed:

3.4.3.1. Core Courses

Contract a private sector company or agency to develop tailor-made course for Wildlife Department staff in:

- training of trainers
- planning and financial management
- general management
- individual skills building (eg task management, time management and leadership skills)

The Consultant recommends that at an early stage key line-managers undertake a training of trainers (TOT) course to learn more about adult learning and training methods. In order to 'cascade' skills within the organisation every subsequent course commissioned by the Department should include a session on how course participants are going to share what they have learned with their colleagues.

If funds are available it is recommended that more core courses are run over the five year period.

3.4.3.2. Technical Courses

Divisional managers and the HRDO - having identified in which areas technical training is needed - will plan a series of technical courses. Priority should be given to developing an orientation course for new recruits. In some cases the courses will be taught by WD staff, others may be taught by local consultants (ie from universities, NGOs etc) or even by international consultants if needed. In some cases there may be relevant courses being run by local agencies in-country.

The cost of sending staff on out-of-country short courses is extremely high and funds would probably be secured through donor-funded projects (such as the Coastal Wetlands Project). Provision has been made in the broader component budget to run an increased number of technical courses, but it may be that the Training Committee allocates some of these funds for out-of-country courses.

Because of the importance of the thrust of the new community conservation approach being adopted by the Department, specific funds have been allocated for this technical area. It is anticipated that there will be along term Technical Advisor working on community conservation who could advise on the development of courses.

3.4.3.3. Computer Courses

Computer courses are available locally in Ghana and there is a huge training need within the Department for computer skills. It is proposed that individuals are sent of computer courses relevant for their jobs and skills levels. It may be cost -effective to contract a company to provide in-house training for the Department.

3.4.3.4. Job Positioning Training

Until the incumbents are in place it is not possible to define job positioning training. Indicative examples would be:

Conservation Education Officer: Rhodes University (South Africa /WWF International Certificate Course in Environmental Education (2 months). Or International Centre for Conservation Education's Awareness to Action course (6 weeks).

Projects Coordinator: University of Bradford's Planning and Appraisal of Biodiversity Conservation Projects course (3 months).

3.4.3.5. Masters Courses In-Country

Several WD staff have successfully enrolled at a national university for masters courses. It is proposed that limited funds should be available to support two staff to undertake a masters thesis which researches a topic of direct relevance to the research and management needs of the WD.

3.4.3.6 Masters Courses Out-of-Country

The Department might identify an area where it needs knowledge and skills only obtained through an out-of-country masters course, which it is unable to fund from donor project sources. Two scholarships are therefore proposed in the broader programme.

3.4.3.7. Fast Track Management Training

Many private sector companies fast track high fliers into management positions within their organisation. The Consultant feels that the broader training programme should have some provision to do this. It is proposed that fast tracking would not happen until Year 3 and 4 of the project so that high fliers can be identified through performance appraisal systems. An indicative course for this component of the training programme would be the four week Management Program for Natural Resource Managers run by Penn State University in the US.

3.4.3.8. Annual Technical Meeting

Hold an annual technical meeting for WD staff. This would be an excellent way of allowing staff to exchange information about the technical aspects of the work which they are implementing or knowledge gained on out-of-country courses.

3.4.4. Technical Staff

The cadres of technical staff range from Labourers to Senior Wildlife Protection Officers, with a concomitant range of training needs. Many of the top cadres are in key line-management roles, but the bulk of the staff are in the field. The proposed activities reflect this and will focus mainly on field-based training. It is proposed to:

3.4.4.1. Design a Field Training Programme

Contract the Game Rangers Association to work with the Mole Wildlife School staff to design a five year training programme for the ranks of Labourers, Wildlife Guards, Technical Assistants and Wildlife Rangers. The programme will identify which staff need to be given training to coordinate and operationalise the field training programme.

3.4.4.2. Instructors Course

Send seven WD staff (identified through activity 3.4.4.1) to South Africa to attend six weeks training at the Field Ranger Training School run by KwaZulu Department of Nature Conservation.

3.4.4.3. Junior Leaders Courses

Contract Game Rangers Association to work with the 'new' WD instructors to run a three week 'Junior Leaders' course in Ghana for about 30 people. This first course will be evaluated six months after being run and a second course run in Ghana for 30 more people.

If funds were available a further evaluation of the impact of the Instructors and both Junior Leaders courses would be undertaken after a further six months.

3.4.4.4. Field Training

Deploy newly trained WD staff and the Field Training Unit to run park-based field training as laid out in the Field Training Programme. Equipment, such as life jackets and training materials will be purchased as part of this component. The Field Training Programme will have access to the vehicle to be purchased to support WD training.

If funds were available two vehicles would be purchased to support training, one for use by the Field Training Unit, and one by the Human Resources Sub-division.

3.4.4.5. Core Courses

Select senior technical staff to attend core courses as set out in 3.4.3.1.

3.4.4.6. Technical Courses

Select technical staff to attend technical courses as set out in 3.4.1.2. In addition identify vocational courses eg mechanics training where skills-building is required.

3.4.4.7. Computer Courses

Select technical staff to attend computer courses.

3.4.4.8. Curriculum Development at Sunyani Forestry School

Contract a national consultant with practical experience in wildlife management to review the certificate curriculum to make the wildlife management components relevant to current WD practices. This would include developing lecture outlines and practical activities, training 'field masters' and designing relevant training materials. This consultancy could also include a review of the diploma curriculum if the proposed start of the course was known.

Provision is included in the broader programme for more funds to focus on developing the diploma course with a view to decreasing the use of Mweka in the long-term.

3.4.4.9. Scholarships for Sunyani Forestry School

Select seven Senior Technical Assistants/Technical Assistant on the basis of performance criteria and eligibility to receive scholarships to undertake certificate courses at Sunyani.

If funds permitted ten scholarships would be awarded.

3.4.4.10. Scholarships for the College of African Wildlife Management, Mweka

Select two Senior Wildlife Rangers/Rangers on the basis of performance criteria and eligibility to receive scholarships to undertake diploma courses at Mweka.

If funds permitted 4 scholarships would be awarded.

3.4.4.11. Support for Undergraduate Training

Select two Senior Wildlife Protection Officers/Wildlife Protection Officers on the basis of performance criteria and eligibility to receive scholarships to undertake degree courses at national universities.

If funds permitted four scholarships would be awarded.

Purchase up-to-date books on all aspects of protected area management for the libraries at UST and UDS for use by lecturers and students. The Wildlife Department could contract an international NGO to survey which books are deemed most useful by others within Africa and then purchase and ship the books.

3.4.5. Support Staff

Support staff in the main part fall into the administration/finance division within the Department. As such the Deputy Chief Wildlife Officer in charge of the division should be responsible for identifying training needs. Many of the training needs would most likely be met through including support staff as participants on core courses where appropriate. In

addition relevant training on computer use is included in the budget provision for computer training for the whole department.

Certain individuals may be sent on technical courses that pertain to their specific areas of specialisation.

3.5. Implementation Roles and Responsibilities

3.5.1. Wildlife Department

Under the core programme scenario the implementation of the Training Programme would be the responsibility of the Wildlife Department. The Department would need to be guided in the implementation by a Principal Technical Advisor with a broad remit for supporting the institutional development of the Wildlife Department. To allow the training programme to have maximum impact the Department would need to address its human resources development in a holistic way and improve performance appraisal and career path development.

Under the broader programme scenario the Training Programme would have an international long-term Technical Advisor assigned to manage the overall project. This project could be contracted to a national or international for-profit or non-profit agency to implement. The selected option would depend on the type/source of funding for the project and the donor and the Ministry/Government of Ghana's preferred management arrangement.

3.5.2. Other Government Agencies

The proposed work on curriculum development at Sunyani Forestry School would require collaboration with the Forest Department. The Forest Department would need to offer guarantees that the revised curriculum was endorsed and taught.

3.5.3. Non-Governmental Organisations

National and international non-governmental organisations may be contracted or requested to assist in the development and implementation of in-service training courses. An NGO could be contracted to provide any or all of the technical advisor positions.

3.5.4. Private Sector

As with the non-governmental organisations, private sector companies may be contracted to develop and implement in-service training courses. The private sector is most likely the best to provide the short-term Technical Advisor who will have responsibility for mentoring the HRDO on a regular basis. A private sector company might also be contracted to second a young professional to provide long-term technical assistance to the HRDO.

3.6. Timetable

See next page.

3.6. Timetable

Year 1	Year 2	Year 3	Year 4	Year 5
Assign HRDO			Develop next 5 year training plan	
Purchase vehicle and eqpt				
Contract National STTA	Renew National STTA contract	Renew National STTA contract	Renew National STTA contract	
Recruit National LTFA				
HRDO on HRM 3 months course				
Establish Training Committee and working methods	Training Committee hold quarterly meetings	Training Committee hold quarterly meetings	Training Committee hold quarterly meetings	Training Committee hold quarterly meetings
Job positioning study tour				
Develop annual training plan	Develop annual training plan	Develop annual training plan	Develop annual training plan	Develop annual training plan
GRA design visit to Ghana		Plan evaluation and complete		Plan evaluation and complete
Instructors course in SA	Evaluation of JLC1			
Junior Leaders Course 1	Junior Leaders Course 2			
Field training implemented	Field training planned & implemented	Field training planned & implemented	Field training planned & implemented	Field training planned & implemented
Sunyani Certificate course consultancy contracted & completed	Train field masters for Sunyani course			
Begin selection of 2 certificate candidates for Year 2	Begin selection of 5 certificate candidates for Year 3	Support certificate students as needed	Support certificate students as needed	Support certificate students as needed
Purchase books for libraries through an NGO	Begin selection of 1 diploma candidate for Year 3	Begin selection of 1 diploma candidate for Year 4	Support diploma student as needed	Support diploma student as needed
Commission and run core courses	Commission and run core courses	Commission and run core courses	Commission and run core courses	Commission and run core courses
Identify computer training needs and develop computer training plan for all sectors	Computer training continues	Computer training continues	Computer training continues	Computer training continues
Work with subdivision heads to set technical courses	Work with subdivision heads to set technical courses	Work with subdivision heads to set technical courses	Work with subdivision heads to set technical courses	Work with subdivision heads to set technical courses
Identify international STTA needs and contract	Identify international STTA needs and contract	Identify international STTA needs and contract	Identify international STTA needs and contract	Identify international STTA needs and contract
Run technical courses	Run technical courses	Run technical courses	Run technical courses	Run technical courses
Identify candidates for external short courses	Identify candidates for external short courses	Identify candidates for external short courses	Identify candidates for external short courses	Identify candidates for external short courses
	Identify 2 masters candidates for Year 3	Support masters students as needed	Support masters students as needed	
	Organise job positioning training	Undertake training needs assessment		
Improve HRM systems eg performance appraisal, post-course follow-up, selection criteria	Implement improved HRM systems	Implement improved HRM systems	Implement improved HRM systems	