

Mozambique training needs analysis for the COAST program



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Acronyms used

AHTI	Inhambane Hotel and Tourism Association
ALMA	Association for Cleaning the Environment
AMAR	National Diving Association
DPTUR	Provincial department of tourism, Inhambane
DPTUR	Provincial Directorate of Tourism
ESHTI	Escola Superior de Hotelaria e Turismo de Inhambane
MICOA	Ministry of Environment
MITUR	Ministry of Tourism
SNV	the Netherlands Development Organisation, works
UNIDO	United Nations Industrial Development Organisation
UNWTO	United Nations World Tourism Organization

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1. INTRODUCTION

1.1. Background and status

The tourism potential of Mozambique speaks for itself, with 2700 km of tropical coastline, abundant nature and a rich cultural heritage. Tourism contributed 1.2 per cent to the national GDP of Mozambique in 2002 (Ministry of Planning and Finance); this is very low, compared to a contribution of 8 percent in South Africa and an average contribution to GDP of 6.9 percent to GDP in sub-Saharan Africa. As a prospective investment sector, tourism is doing well however. (UNEP/GEF, 2007).

1.2. Key tourism issues for the project

This tourism training analysis aims to assess training needs across the three main thematic subject areas of the project namely:

- Environmental Management Systems (EMS) and Voluntary Eco-certification and Labeling Schemes.
- Ecotourism initiatives to alleviate poverty through supporting diversification or alternative livelihoods for conservation of biodiversity and for the benefit of local communities.
- Reef recreation, management and monitoring mechanisms and strategies.

The demonstration project planned for Inhambane incorporates elements of these three themes, but also broader issues concerning institutional capacity building, strengthening the policy framework, and dissemination and awareness raising. An overview of the demo elements are summarized below (adapted from UNEP/GEF, 2007):

1. Institutional capacity building

- For Pomene private sector association
- For the private sector association of Inhambane
- Support collaboration between private sector, public sector and community groups
- Cooperate with the Navy to reduce illegal fishing

2. Strengthening policy and regulatory framework

- Support macrozoning plan (coastal profile, integrated coastal management)
- Develop institutional mechanisms to enforce implementation, and avoid ad-hoc tourism development / unsustainable resource use
- Develop a marine protected area
- Develop a management plan for recreational use of reefs
- Develop a funded system for inspection/regulation of licenses for fishing and diving in partnership with private and public sector

3. Knowledge dissemination and awareness

- Build expertise in government, private sector and communities, tourists and investors on relevant legislation and regulations
- Provide access to training in tourism, hospitality and enterprise development

- Raise awareness of ecological and economic value of marine resources
- Provide education on reef ecology and conservation
- Develop codes of conduct for reef users
- Raise awareness of Environmental Management Systems and certification among private sector
- Develop stakeholder reef monitoring program – including dive operators / fishermen
- Training in sustainable fishing practices
- Information for tourists on reef status/conservation

4. Ecotourism

- Public private partnerships: support tender process with local community equity, local employment, training and procurement, sensitive environmental management, and local conservation
- Community-based tourism: delimitation of land for communities for ecotourism and sustainable use of natural resources

5. Reef conservation

- Survey reefs with GPS, including sensitive areas, threatened species, damaged sites
- Map reef locations used by different stakeholders
- Develop zoning plan and schedules for reef use

Note that a code of conduct for reef users has already been developed, and a number of dive operators have formally agreed to follow it. However, it is not compulsory, nor is it used by fishermen.

1.3. Specific field methods used in the training needs analysis

To evaluate the training needed to implement the COAST demonstration project in Inhambane, Mozambique, a semi-structured interview format was devised to provide a basis for meetings with key stakeholders. This format was subsequently used for all nine countries evaluated in the training needs analysis to ensure consistency (see Annex 1).

A field visit was made to Mozambique between 18 and 23 April 2010, and a series of meetings were held with representatives of MITUR (National and Inhambane), MICOA (National and Inhambane), the World Bank, Municipal council of Inhambane, ADMAR, ESHTI, ALMA, SNV & Terre Mae. A workshop was held in Inhambane on 20th April with stakeholders including AHTPI, Marine Megafauna Association, Eyes on the Horizon, Dinos Bar, Barra Resorts, Fatimas Nest, Coma Con Gestao, Pria da Rocha, DED / CMCI, R.N. Pomene, Liquida, and AMAR.

Meetings were held to review the initial findings of the assessment in Inhambane with MICOA and DPTUR on 22 April, and in Maputo on 23 April with representatives of MITUR/DNAC, MICOA, MICOA/DNGA, IDPPE, WWF, UNEP, SNV and UNIDO. A list of the stakeholders consulted, and their contact details, can be found in Annex 2.

A review of literature provided by stakeholders was also undertaken, to provide context. A list of these documents is provided in the references section of this report.

A draft of this report was circulated to the focal points, and by the focal points to stakeholders for comment. No comments were received.

1.4. Report structure

This report is structured into three main sections: EMS and certification; ecotourism and poverty reduction, and reef management

2. EMS, CERTIFICATION, MARKETING, LABELLING

2.1. Training Needs

2.1.1 *Current status of training re this issue (key areas such as EMS, certification, audit, greening etc) Who is currently already trained in the country? (people, institutions providing training)*

- No training is available currently in Inhambane.
- MICOA uses legislation and policy for land planning, but has no training materials or programs relating to them.
- ESHTI has a teaching module on natural heritage. It includes environmental issues, and environmental law, but there is nothing specifically on EMS or certification. No teachers are specifically trained on EMS/certification, but 3 teachers have environmental masters in progress.
- ALMA has trained some of the community members on what can be recycled (e.g. types of plastic). 20 community members (mostly women) have been separating waste at the dump sites for 2 years. They have had training from professionals, and from ALMA
- ALMA ran seminars for local government officials on waste management. 20 people including the mayor, and different departments attended. This led to an action plan, and development of an MoU on waste management.
- 4 people from Alma can provide training on waste management.
- DED dedicated 1 professional full time working in the municipality on waste management, and is developing a solid waste management system.
- SNV has an advisor in Maputo with experience in certification and EMS

2.1.2 *Who needs training on this issue? (specifics, numbers where possible, officials, industry, managers, workers etc)*

- MICOA (DPCA Inhambane): 7 technicians. The technicians have some geography training or are biologists, but are not trained specifically on these issues.
- DPTUR: 3 technicians from Inhambane tourism department and 6 from Pomene (including the administrator).
- Demo focal points in Inhambane in MICOA/DPTUR (2)

- People in the government need training on waste management, for example in the municipality.
- Tourism operators – in order for them to separate at source. There is also a proposal to develop a waste-related certification program.
- Representatives of ALMA on waste management
- Local community members
- Fisheries representatives from local co-management committees (which comprise community members). E.g. the Tofu-Barra-Tofinho co-management committee. The Association of Fishermen of Tofu which has 20 people all together.

2.1.3 What extra training is needed? What are the priorities?

- For MICOA - environmental education, and coastal management in general; land planning with GPS (including digital mapping); and legislation and regulations
- Technicians in Municipal council need to be trained– 2 people who are working on environmental issues.
- Training on environmental management systems/ratings & certification is important, because it gives people something to aim for.
- All of the lodges on the coast have EIAs, but if you read the EIAs they are all the same (i.e. they are cut and paste from other sites) by local consultants. MICOA needs to know how to read an EIA and to review it critically: it should not just be a compliance document.
- On waste disposal, training is needed on how to separate waste making things from recycling (private sector); composting for communities; how to produce goods/products from waste; how to produce less rubbish, and reuse/reduce consumption (e.g. plastic bags)
- Private sector need tips on how to reduce their impacts on what they are doing.

2.1.4 What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training)

- For MICOA - Water management (and sanitation to stop pollution), and EIA training
- Training materials are needed – educational awareness campaigns – need flyers, posters, videos, and projector, generator.

2.2. Training Capacity

2.2.1 Current capacity to provide this training – or similar (e.g. institutions, local trainers)

- ALMA has 4 people who can give training on waste management
- Recycla in Maputo has a recycling station in Maputo, where they are separating, buying, cleaning, and re-selling to the industry.
- Agrezo is a GTZ program with a solid waste management team
- ESHTI has 3 teachers with environmental masters, who could be trained/provided with modules to provide EMS/certification training.
- Environmental management training can be provided by the Provincial Directorate of Environment (MICOA).
- WWF has an environmental education program in Inhambane.

2.2.2 Training modules already available? (local, in region)

- On waste management, ALMA has two videos for training: one for children on the story of waste of 10 mins, and another that is more illustrative video on waste collection that Alma has done for 2 years.
- No other EMS/certification training materials are available locally
- Fair Trade in Tourism South Africa undertook a feasibility assessment for introducing the certification program at national level, but this has not been adopted yet.

2.2.3 What training modules are still needed (e.g. gaps or swot)

- ESHTI needs curriculum and modules, and is always ready to receive support to develop materials and on training etc. They are dependent on partners to bring in specialists in this area. ESHTI indicated that courses developed could have an ‘*institutional home*’ in the university, to ensure they are sustainable. Since the curriculum was reformed recently, any new modules for COAST would be extra-curricular. Existing courses could be introduced from overseas, and then adapted with local information, and applied at a simple level.
- ALMA has funding through a PPP with GtZ to design a flyer and educational material on waste management. Materials are needed on the danger of batteries; organic/non organic

waste; re-using and recycling. Clean ups are the best educational tool, with learning by doing.

2.2.4 BAP/BAT – examples or potential on site training and mentoring?

- Flamingo Lodge has good environmental management, with a system of stilted infrastructure above a coastal mangrove area.
- ALMA would be an interesting case study on how a volunteer organisation has mobilised the private sector and government to develop a waste disposal action plan and MoU. They have gained commitment from the municipality to employ a waste management officer, supported by DED.

2.3. Specifics for Priority Training Areas

2.3.1. How much time would the training require? (days, weeks, months)

- 1-2 weeks for some of the skills training on environmental issues or 5 days on issues on 1 subject plus practical experience.
- The short term training would be organised in modules, and learning in 5 working day sessions. After 1-3 months later, another 5 working days of training could be done.
- For technicians in government, it would be practical to do 2 months for training in the 3 areas, but not full time.
- People who go on the courses, *must actually have an interest* in that issue (i.e. they are not just people wanting a free lunch!). It is important for government to encourage participation.
- ESHTI modules generally take 7-8 weeks, 6-8 hours contact per week + 20 hours independent study. To train ESHTI teachers to the level they could teach the module would take 15-20 days. A master trainer would be needed, and time for fieldwork practice would be required.
- On waste management, there will be a new department in the municipality responsible for solid waste management, and training will be needed for the person starting there in July 2010. A period of intense training on waste management is useful at the start, with follow up training later. The training should be part of a waste management program, and not just stand alone.

2.3.2. *What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?*

- MICOA does not have budget this year, but could put in a budget for next year. However, MICOA noted that their budget requests are generally *rejected*, so they were not positive about receiving funding for training. However they are keen to work in partnership with others.
- DANIDA has a project in Inhambane which finishes in December 2010. It has very specific activities, so it is unlikely that they will participate.
- Municipal council does not have budget for training in 2010. For 2011 could put in a budget, but it is not known how much. They can provide training rooms and facilities.
- ESHTI can provide classrooms for work, a room with 40 computers, photocopiers, paper etc. Teacher time could be provided.
- ALMA needs training materials on waste management, flyers, posters, videos, and projector, generator. They have funding from DED for a PPP, which will be used to buy tanks to store plastics in. In April 2010 they hope to get money for the composting equipment. Recyclables are being sold in Maputo, but the prices have dropped, so they are trying to sell locally. ALMA collects money from enterprises to collect rubbish, but it is difficult to get them to pay regularly.
- ALMA is a volunteer organisation, and has received budget from GtZ (which financed costs from seminars/environmental engineer costs), and SNV (which funded a capacity analysis). The PPP signed with DED means that they pay 50% of funds, and other 50% is from other sources (E.g. volunteer time, and discounts received). The value is €14,000 which may be considered as co financing.
- SNV needs to pay for staff time (€500 per day)
- Training venues generally cost MZ1000 per day for 20 people
- ESHTI courses would be charged at \$120 per person (including a subsidy), and 20 students at a time would make it cost effective.
- Coastal Development Centre in Xai Xai would charge \$2167 per week of training, including their accommodation and expenses.

2.4. Actions and Recommendations

2.4.1. Proposed actions and strategy – which approaches, events, modules, where and when?

- ESHTI suggest to produce the training materials; then provide training on the theory and practical work . It would be useful to train more than one teacher to be able to teach the courses (e.g. 2 – 3). Training of teachers would be easier between June-August, and December – January when teachers are free from normal activities.
- ALMA suggest making craft out of separated materials, and then will require training for someone to run a shop.
- The waste officer for the municipality could get technical training (in Maputo or South Africa)
- Municipality and other institutions (MICOA) require general technical capacity building.
- On the job training is very helpful.
- Seminars and workshops in combination with a mixture of practical sessions and theory.
- Potential training providers should prepare materials/contents, and then call a meeting where the potential beneficiaries can check if it is worthwhile for them – as sometimes a gap between content of course and what is expected. Then move to the training.
- Purchase vehicles for collection services (e.g. cars not available/broken, so not possible to collect waste.

2.4.2. Key challenges (Learning and sharing issues Information capture and processing issues, others)

- Financing
- Materials often academic, so need to translate and make practical and simple, particularly for communities who do not have much education.
- Training materials should be in Portuguese, and delivered in Portuguese.
- Making certification cost effective (difficult to make it operationally viable)
- For government technicians, it will be first time on the training, they are working at the same time. Therefore it will be necessary to coordinate activities so they can attend and work. The level of training will need to be pitched appropriately.

- A challenge is to find solutions to local problems, particularly relating to the environment. For example, it would be good to find competent people locally who can address the environmental problems, using their skills and the combination of university resources of students and contacts with the community.
- There are constraints for ESHTI to get transport/equipment for field work training.
- Materials for training at ESHTI, including GPS and compass. Camping equipment to stay in the field for longer. GIS programs and software are also needed
- Since the private sector are not very interested in environmental issues in general (as illustrated by the waste disposal program of ALMA) it is not certain whether a certification program would receive interest. This would require a business plan.
- Integration of all involved partners and stakeholders/communities to make it one coherent system of training and implementation.

2.4.3. Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.

- Could do all the training in Inhambane, and then people from Pomene could travel down. Alternatively, the instructor could travel to Pomene too: it will depend on costs.
- Bureaucracy is a problem, as processes are long and complicated, and sometimes people blocking each other from different institutions.
- The tourism business community is not very interested in environmental issues (e.g. the waste management collection service is struggling to get monthly payments to pay for the tractor and workers).
- There is no enforcement/monitoring of the law
- EIAs are often copied and pasted from other enterprises, and regions of the country. They are just a formality to submit, but are not written or reviewed properly in relation to the specific development proposed. A great deal of money is involved here.
- Trainers should speak Portuguese

*2.4.4. Who are the potential partners, and what are their roles and responsibilities?
(Insert matrix of stakeholders, roles and responsibilities from meeting sheet).*

National directorate of conservation areas, Provincial directorate of environment and tourism, Maritime Centre, ESHTI, National directorate of conservation areas, Diving schools & tourism operators, and the association AMAR, MITUR Coastal Development Centre in Xai Xai, Vitense (a Dutch entity – part public, part private, working in Inhambane just starting to work on hygiene

and sanitation), Terra Agua Ceu (a travel agency working in Inhambane doing diving packages for people. They run a city tour with ESHTI, and want to develop trips to islands in the bay trips, and to link these with school visits, cultural dinners, and a bike project etc.)

Table 1: Roles and responsibilities in EMS and certification		
Stakeholder	Roles	Responsibilities
Government:		
• National		
Universidade Eduardo Mondlane (ESHTI)	Training institution	Can find the participants for courses Offer contribution to the creation of the courses Can pass the module to focal point, to see if it can become an integral point of the university program.
• Provincial		
MICOA	Organise course Invite people Coordination (logistics)	Organisation Establish partnerships
Municipal council	Coordination Providing responsibilities. Providing transport	
Private sector:		
Communities		
NGOs and media	(if funds available)	
NGOs	Could have staff that receive training and then give training to others. Gaining more technical knowledge internally and pass it on – in trainings and seminar.	
Donor agencies		
Focal point		

3. ECOTOURISM

3.1 Training Needs

3.1.1. Current status of training re this issue (key areas such as ecotourism planning, development, conservation activities, community benefits). Who is currently already trained in the country? (people, institutions providing training)

- SNV works on tourism and poverty reduction
- Terra Mae provides training, and is working on the development of restaurant training/pizza, bakery that employ local people. Also aims to provide training on agro-transformation so that more food products can be created locally.
- DED/GtZ are working on tourism in the municipal council. They will be sending 1 person to help run AMAR, and one for the Hotel and Tourism Association.
- The Italian organisation CELIM is working with CARITAS locally, in the countryside on livestock etc.
- Marine Megafauna Foundation is doing an economic evaluation of whale shark tourism.
- ESHTI has 3 teachers doing masters on environmental and coastal issues. The three year tourism bachelors has a module on natural heritage, and on nature-based tourism (not ecotourism, specifically)
- There is a fairly low understanding among authorities about why this area is important for tourism and conservation. Little training on what is here and about sustainable tourism.

3.1.2. Who needs training on this issue? (Specifics, numbers where possible – note different levels of training from officials to operators to guides, industry managers, workers local wardens etc)

- Provincial directorate of tourism – 5
- Demo focal points in Inhambane in MICOA/DPTUR (2)
- University of Inhambane – 5
- Tourism association - 5
- Municipal council– 5, including 2 technicians who are working on environmental issues.
- FoProi – platform of all small NGOs – because people don't understand opportunities in the tourism industry and supply chain opportunities.

- Catering and food production courses for secondary school graduates.
- Awareness raising for the private sector that Mozambicans can be professional and provide good hospitality.
- Training for the private sector chefs on how to use local crops and change menus – and seasonality – would really help the local people (casava root and leaves – for matapa; sweet potato which resistant to drought; fruits – Inhambane is most important province on fruit and you see them rotting. No-one making juice etc.)
- Local community members who are patrolling beaches doing turtle monitoring etc. 2 people for 5 km (21 km Bara to Pria da Rocha: 10 people & 20 km for Pomene; 10 people)
- Community leaders and school teachers (i.e. 12-15 people). Do monthly seminars, and develop a curriculum around that which fits together (i.e. 12 modules over 1 year). Youth also need to be trained through the schools
- Community members. There are 3 communities locally, and would train 20 from each community: 4 community leader team; 4 fishermen; farmers; local teachers.

Note: People who go on the courses, must actually have an interest in that issue (i.e. they are not just people wanting a free lunch). It is important for government to encourage participation.

3.1.3. What extra training is needed? (what are the priorities)

- How communities can benefit from tourism (training for community members), and how to actively involve them in tourism development (for the private sector and government)
- Training on the impacts of ecotourism on the local economy. Information on why tourists are coming to Inhambane and why local population increasing. Need to link tourism to jobs, benefits, power changes, and get data on basic numbers.
- Training on how to produce food/materials locally, rather than importing them (e.g. agriculture).
- Food service/catering – and production of food to supply those restaurants.
- Value chain development: people need to know that there are opportunities in tourism outside having a tourism enterprise.
- Best practices in tourism, for tourism operators (which needs buy in from private sector)

- Corporate social responsibility (CSR) is becoming very important and the private sector is becoming more proactive. Basically the operators want to do something, but do not know how to do it.

Note: that bringing tourists to the communities could provide a source of money from donations.

3.1.4. What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training)

- No specific modules were indicated. There is a need for general training on sustainable tourism and poverty reduction, value chain interventions, techniques, best practices and information on how the local economy benefits from tourism. (i.e. not just ecotourism)
- There requests for general hospitality training (e.g. housekeeping, waiters, cooks, tour guides etc), and this should be undertaken under the new World Bank Private Sector Development project.

3.2. Training Capacity

3.2.1. Current capacity to provide this training – or similar (e.g. institutions, local trainers)

- SNV, Terra Mae, Technoserve, have expertise in poverty reduction approaches through tourism, including value chain approaches, and food and beverage/agriculture.
- ESHTI has 3 teachers doing masters on environmental and coastal issues. The three year tourism bachelors has a module on natural heritage, and on nature-based tourism (not ecotourism, specifically)
- There are Hotel and Tourism schools in Inhassoro and Massinga, with trained teachers.
- WWF has been working with the private sector in Tofu on ecotourism and could provide support.

3.2.2. Training modules already available? (local, in region)

- ESHTI already has modules on nature-based tourism. These could be expanded to fit the scope of the project, if necessary.

3.2.3. What training modules are still needed (key gaps)?

- ESHTI needs curriculum and modules, and is always ready to receive support to develop materials and on training etc. They are dependent on partners to bring in specialists in this area.
- ESHTI indicated that courses developed could have an institutional ‘home’ at ESHTI, to ensure they are sustainable. Since the curriculum was reformed recently, any new

modules would be extra-curricular. Existing courses could be introduced from overseas, and then adapted with local information in Portuguese, and applied at a simple level.

- Tourism legislation should be integrated into modules, particularly regarding how to involve and develop communities.
- Courses on ecotourism interventions, and how to reduce poverty through tourism

3.2.4. BAP/BAT – examples or potential on site training and mentoring?

- Flamingo Bay Lodge: a lodge built on stilts among the mangroves, in a tidal area. SNV has worked with them to develop materials documenting their activities. Innovative community program, and to demonstrate that they benefit from tourism. Education, health, access to water, building schools.
- Dino's bar: recycling glass from bottles. However, the process was closed down initially by Health and Safety, because it is against the law to re-use materials in this way. Government found a loophole, and allows recycled glasses to be used for international guests, and proper glasses for Mozambicans. They are in the process of training people up to make the glasses.

3.3. Specifics for Priority Training Areas

3.3.1. How much time would the training require? (days, weeks, months)

- 1 day courses – general awareness on range of issues e.g. legislation. (E.g. each month they could have a 1 day or ½ day on a particular issue). 1-2 weeks for some of the skills training – on environmental issues.
- For the community members, training would take about a month (not full time), but scheduled at times when they are not fishing.
- ESHTI modules generally take 7-8 weeks, 6-8 hours contact per week + 20 hours independent study. To train ESHTI teachers to the level they could teach the module would take 15-20 days. A master trainer would be needed, and time for fieldwork practice would be required.
- Has to be very short term training – e.g. organised in modules, so not doing it once, but do it in 5 working day sessions; then after 1-3 months later, another 5 working days.

3.3.2. *What budget and resources are needed? What co-financing do you have? What do you want to spend your co-financing on (ie. priorities)*

- ESHTI can provide classrooms for work, a room with 40 computers, photocopiers, paper etc. Teacher time could be provided. Courses would be charged at \$120 per person (including a subsidy), and 20 students at a time would make it cost effective. \
- SNV needs to pay for staff time (Euro500 per day)
- Training venues generally cost MZ1000 per day for 20 people
- No co-financing was identified.

3.4. Actions and Recommendations

3.4.1. *Proposed actions and strategy – which approaches, events, modules, where and when?*

- Potential training providers should prepare materials/contents, and then call a meeting where the potential beneficiaries can check the contents are appropriate (as sometimes a gap between content of course and what is expected). Then move to the training.
- ESHTI suggest that the training materials should be produced; teachers trained; then provide training on the theory and practical work. It would be useful to train more than one teacher to be able to teach the courses (e.g. 2 – 3). Training of teachers would be easier between June-August, and December – January when teachers are free from normal activities.
- For catering it would be on the job training.
- For farming and food processing (agrotransformation) this would need a food laboratory and also practical experience.

3.4.2. *Key challenges (Learning and sharing issues Information capture and processing issues, others)*

- Follow up and consistency – ensuring training provided is applied, and that it is refreshed over time. Often there have been excellent ideas, and training initiatives have begun, but then it stops.
- Need to work on a mechanism to institutionalise/retain training and knowledge in the destination, so that it is not lost (e.g. in ESHTI)

- Objectives should be focused/simple/achievable, rather than doing too much. Start small (e.g. the list of objectives for the Inhambane Demo is very long, regarding the timeframe required). So concentrate on priorities.
- Give roles and responsibilities to different stakeholders, else nothing will happen
- A challenge is to find solutions to local problems, particularly relating to the environment. For example, it would be good to find competent people locally who can address the environmental problems, using their skills and the combination of university resources of students and contacts with the community.
- Transport is a problems for ESHTI to get transport/equipment for field work training.
- Materials for training at ESHTI, including GPS and compass. Camping equipment to stay in the field for longer. GIS programs and software.
- Collaboration with local institutions, but it is difficult to find technical experts locally. It would be interesting to collaborate with local agricultural institutions – to improve the quality of the products. A green revolution is starting in Inhambane, for products like maize, rice, but tourists need other products too. It is important to have more training content with production, and more emphasis on the quality of the final products reaching the consumer.
- It would be useful to undertake a technical study just on food, and on what can be produced in Inhambane so that you do not have to import from South Africa. Then design a program to realise those recommendations.

3.4.3. Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.

- Enforcement of the law. For example, when an environmental problem is reported it needs to be communicated to the enforcers (e.g. dumping, illegal fishing, etc.). Enforcers also need resources to come and investigate problems (e.g. they often do not have fuel). A list of contacts should be developed of who stakeholders can report different issues to. There should be clarity on the process of dealing with the issues raised. A list of the relevant laws, including what is/is not allowed should be distributed.
- Use of radio and television as mechanism to communicate information to the community.
- For training, ensure that departments send the people who really deal with the issues. E.g. the technicians, rather than the head of department. Invitations should specify exactly who should go to the training (e.g. names).

3.4.4. *Who are the potential partners, and what are their roles and responsibilities?*
(insert matrix of stakeholders, roles and responsibilities from meeting sheet).

Marine Megafauna Foundation, Eyes on the Horizon, Bitonga Divers, AMAR and diving schools & tourism operators, ALMA, FoProi (association of NGOs in Inhambane), Hotel and Tourism Association of Inhambane, ESHTI, CEPI – CTA (Federation of Trade Associations), Municipality, DED - providing economic information for the municipality, SNV, Technoserve, World Bank, general networks of international organizations working on marine conservation issues, National directorate of conservation areas, MITUR, Coastal Development Centre in Xai Xai

Table 2: Roles and responsibilities in ecotourism and poverty reduction		
Stakeholder	Roles	Responsibilities
Government:		
• National		
Universidade Eduardo Mondlane (ESHTI)	Training institution	Can find the participants for courses Offer contribution to the creation of the courses Can pass the module to focal point, to see if it can become an integral point of the university program.
Private sector:		
Communities		
NGOs and media		
SNV	Has done an extensive value chain analysis, and can disseminate information on needs and where to intervene. Have good communication network, and help to link key stakeholders to the program. Can convene multi stakeholder platforms Not many local capacity builders. It is SNV's job to develop their capacity. Can provide training on ecotourism/etc to people	
Terra Mae	Training of trainers – help someone to become director of a centre – develop books and materials; how to improve quality in lodges – in cooking and offering other tourism products. R&D on food products.	
Donor agencies		
Focal point		

4. REEFS

4.1. Training Needs

4.1.1. *Current status of training re this issue (key areas such as reef protection, awareness, conservation activities, community participation and benefits), visitor management. Who is currently already trained in the country? (people, institutions providing training)*

- AMAR is the scuba diver operator association, but no-one is really qualified to give training on reef management and conservation. The association has a code of conduct developed for reef users (signed by 11 of 14 members), but it has not been implemented yet.
- Biological studies have been conducted for 7 years by agencies including the Marine Megafauna Foundation (working on whale sharks and manta rays), so there is good baseline data on reefs, and of their use by animals etc. There are scientists and others locally who can provide materials for training, but it needs to be ‘translated’ into usable information for local trainees, including how the reefs have changed over 10 years, and why. MMF provide awareness talks for people in Tofo regularly.
- Need to scientists to work with others to implement/enforce activities. E.g. codes of conduct are voluntary. Need to convert knowledge and codes into legislation/regulations so that they are implemented
- Marine Megafauna Foundation (MMF) can provide training to dive centres on threatened species – whale sharks/ manta rays/turtles etc. Scientists can train people up, using a Train the Trainers approach.
- ESHTI has 3 teachers doing masters on environmental issues, including one on coastal management. However there are no teachers working on reef management.
- divers have been trained already within ADMAR (funded by DANIDA, and discounted by the dive operators)
- No-one is currently providing training on reef conservation management in Inhambane

4.1.2. *Who needs training on this issue? (Specifics, numbers where possible – note different levels of training from officials to operators to guides, industry, managers, workers local wardens etc)*

- All stakeholders need training on their roles and responsibilities, and responsibilities of different stakeholders in reef conservation. There is a general lack of capacity to in reef

conservation and management. The challenge is to look at institutions who will benefit from the training.

- Maritime administration – 5 people (including diving courses). Currently they can only stand on the beach and watch what is happening, but they don't understand
- Demo focal points in Inhambane in MICOA/DPTUR (2)
- Provincial Fisheries department – 5 (e.g. take a whole department – the surveillance department, which are the relevant staff). Also need 1 person trained to a higher level, who is the focal person on the issue.
- DPTUR – 5
- MICOA in Inhambane - 5
- Association of tourism and hotels - 5
- Municipality - 5
- Maritime police – 5
- ADMAR - 6 technicians
- Diving schools – on reef and conservation management, and the code of conduct.
- The community, trained through schools, on how to live without putting too much pressure on the environment. This includes issues of waste disposal, types of nets to use for fishing, and also alternative options/facilities for livelihoods.
- For communities it would be good to start at top and bring together community leaders (i.e. 12-15 people) and do monthly seminars, and develop a curriculum around that which fits together (i.e. 12 modules over 1 year). Youth also need to be trained, so could train school teachers at the same time.
- Community members for patrolling beaches: 3 for Pomene, and 6 for here.
- Fishermen would be trained. They are in an association (called Community Council of Fishermen - CCP), which would select some members

Note: Need those trained to be in a forum to exchange information. There are many organisations etc but lack of coordination/communication between them.

Note: People who go on the courses, must actually have an interest in that issue (i.e. they are not just people wanting a free lunch). It is important for government to encourage participation.

Note: According to MITUR, the code of conduct could be made a condition of licensing.

4.1.3. What extra training is needed? (What are the priorities?)

- *Knowledge of the law.* E.g. why fishermen /community members can use X-type of resources but not Y-type. What is protected, and what is not, and what is edible.
- The *relationship* between what is happening in coastal zone (land and marine) and climate change trends. Keeping beaches healthy (litter, erosion etc). Information signs / safe bathing areas.
- For community members awareness on *how to treat tourists*, and how they can benefit from tourism
- *Scuba diving* training for government officials
- *How to protect* the reefs.
- *Economic and ecological value* of the reefs (note that there is a study from the University Eduardo Mondlane, a PhD on motivations for travelling to Tofu). Information should include the proportion of revenue generated in the province from tourism and marine resources, number of jobs, and what is going into the local economy.
- Training on *reef capacity* for number of diver operators. Maritime need to establish the number of boats that should be on the same reef at same time.
- Information on the *environmental impact* of communities & tourism activities on reefs/ecology (e.g. use of mangroves for firewood)
- Fishermen need training on *alternative fishing techniques* too (e.g. some are using poison to catch shellfish).
- Communities and visitors need to know *who is responsible* for reef resources, and stakeholders need to have more awareness of roles/responsibilities of different agencies.
- Reef check training for monitoring– scientists from Marine Megafauna Foundation have been trained, and in combination with local and international dive staff Reef check could be done to provide baseline data on the reefs. There is a Portuguese trainer in Mozambique from Oceans Research who can certify people as competent in Reef check (it is not confirmed whether she can train people). The area needs 2-3 people trained in Reef Check. Dive centres can provide equipment etc.
- Reef conservation management for MICOA and the Municipal council

Note: Government cannot make good decisions if there is a lack of information.

Note: The development of maritime interpretation centre could include information on the law.

4.1.4. What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training

- Reef management
- Marine zonation

(Others can be drawn from earlier sections)

4.2. Training Capacity

4.2.1. Current capacity to provide this training – or similar (e.g. institutions, local trainers)

- In Xai Xai – is Coastal Zone Centre – they can provide some training, and can invite some experts from Maputo to provide some courses – from MICOA
- Reef management and diving training can be provided by diving schools. Partnerships with the diving schools are needed.
- With relevant training and materials, ESHTI teachers can provide training.
- The ministry of fisheries is implementing a training program on participatory management of fisheries, with three community-based organisations (fisheries community councils).

4.2.2. Training modules already available? (local, in region)

- At Coastal Zone Centre in Xai Xai they have some materials already for teaching (need to make contact to see what they have)
- Cabo Del Gado – CIPAM – can provide materials too.
- PADI courses already available

4.2.3. What training modules are still needed (e.g., gaps/SWOT)

- PADI has materials already for diving courses
- ESHTI needs curriculum and modules, and is always ready to receive support to develop materials and on training etc. They are dependent on partners to bring in specialists in this area.

- ESHTI indicated that courses developed could have an institutional ‘home’ at ESHTI, to ensure they are sustainable. Since the curriculum was reformed recently, any new modules would be extra-curricular. Existing courses could be introduced from overseas, and then adapted with local information, and applied at a simple level.

4.2.4. BAP/BAT – examples or potential on site training and mentoring?

- Whale shark / manta ray tourism – codes of conduct have been developed. MMF took international best practice, and used a series of meetings organised by AMAR to see what was relevant for the local context, and people signed up to it. They developed briefing videos for divers, and training materials for the diving centres (11 of the 14 dive operators signed up to the code).
- Bitonga divers –which consists of local dive masters/instructors. They go to local communities, and take scientific information to them which directs them to make good choices about what they take from the ocean, while giving reasons for it. They are seeing that local people are receptive to this. It provides a example of passing information on from professional operators to communities. In Tofu they are working with some of the local officials on the beach to explain why some of the animals are important (e.g. turtles/mantas) and in turn they speak to fishermen. This has demonstrated a reduction in number of turtles/rays taken. Chiefs also pass information to fishermen etc. This model could work in other places.

4.3. Specifics for Priority Training Areas

4.3.1. How much time would the training require? (days, weeks, months)

- 1 week basic PADI training for diverse; 1 week for advanced level diving.
- Reef check – training can be given in 4 days intensive training. Need to verify how long it takes to be a trainer. It might take 6-8 months to give training up and down the coast. If you included employees from the department of environment, it could take 1 month of training (including diving training). This could be given to free divers who are fishing and can swim. .
- Megafauna training would also take 4 days (could be combined with the Reef check training)
- 1 day courses – general awareness (on range of issues) e.g. legislation. E.g. each month have a 1 day or ½ day on a particular issue.
- AMAR has diving day each year, which exposes Mozambicans to see the animals close up.

- ESHTI modules generally take 7-8 weeks, 6-8 hours contact per week + 20 hours independent study. To train ESHTI teachers to the level they could teach the module would take 15-20 days. A master trainer would be needed, and time for fieldwork practice would be required.

Note: People who go on the courses, must actually have an interest in that issue (i.e. they are not just people wanting a free lunch). It is important for government to encourage participation.

4.3.2. What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?

- Private sector can contribute logistics/transport (venues) and some money. Also rely on NGOs like SNV to provide skills training.
- Dive operators have equipment, but not scientifically based knowledge. Some dive operators can provide some support with equipment, and offering discounts for training. DANIDA has previously given financial assistance. E.g. of the 14 dive centres, it might be possible to get ¼ to contribute boats, training facilities, (if they can be provided with money for the petrol).
- Megafauna training – would cost the time to travel/money to travel. If just Barra/Tofinho cheaper
- ADMAR does not have money for diving training. In 2010 plan have support for 2 people, and 2010 will need money to support the other 2 to be trained.
- Need a boat to patrol the area. Need transport to inspect whether patrols happening properly. Marine administration does not have resources – so will work in partnership to get the boat/materials – partnerships with the boat operators for these logistics.
- General facilitation funding would be needed e.g. for transport, food, in order to bring community members together for training.
- ESHTI can provide classrooms for work, a room with 40 computers, photocopiers, paper etc. Teacher time could be provided.
- ESHTI courses would be charged at \$120 per person (including a subsidy), and 20 students at a time would make it cost effective.
- Reef check – *need to check the price*
- Training venues generally cost MZ1000 per day for 20 people

4.4. Actions and Recommendations

4.4.1. Proposed actions and strategy – which approaches, events, modules, where and when?

- Provide diving tuition for ADMAR technicians
- ESHTI suggest to produce the training materials; then provide training on the theory and practical work . It would be useful to train more than one teacher to be able to teach the courses (e.g. 2 – 3). Training of teachers would be easier between June-August, and December – January when teachers are free from normal activities.
- Potential training providers should prepare materials/contents, and then call a meeting where the potential beneficiaries can check if it is worthwhile for them – as sometimes a gap between content of course and what is expected. Then move to the training.

4.4.2. Key challenges (Learning and sharing issues Information capture and processing issues, others)

- Financial support to pay for the training, which can be expensive.
- Need to work on a mechanism to institutionalise/retain training and knowledge in the destination, so that it is not lost (e.g. ESHTI can provide this base).
- Follow up and consistency – ensuring training provided is applied, and that it is refreshed over time. Often there have been excellent ideas, and training initiatives have begun, but then it stops.
- Objectives should be focused/simple/achievable, rather than doing too much. Start small (e.g. the list of objectives for the Inhambane Demo is very long, regarding the timeframe required). So concentrate on priorities.
- There are misunderstandings between stakeholders: fishermen who think that new policies aim to reducing the number of fish they can catch. The tourism sector thinks that policies are allowing fishermen to come and fish on the reef. There is a need for better communication and coordination
- A challenge is to find solutions to local problems, particularly relating to the environment. For example, it would be good to find competent people locally who can address the environmental problems, using their skills and the combination of university resources of students and contacts with the community.
- Give roles and responsibilities to different stakeholders, else nothing will happen

4.4.3. Logistics and Governance issues (level of support for priority areas, assumptions regarding host country inputs.

- In making the code of conduct for reef use compulsory, it could be attached to a legal mechanism. For example, licenses to operate are provided once a business registered (at national level). However, there are annual inspections which enterprises have to pass to operate. So signing up to the code could become part of maritime licensing process. However, this would need change in national level regulations. Initially, Inhambane could start by introducing it at a municipal level. If the code becomes official, more people will take notice (or if it has official backing).
- Enforcement of the law. For example, when an environmental problem is reported it needs to be communicated to the enforcers (e.g. dumping, illegal fishing, etc.). Enforcers also need resources to come and investigate problems (e.g. they often do not have fuel). A list of contacts should be developed of who stakeholders can report different issues to. There should be clarity on the process of dealing with the issues raised. A list of the relevant laws, including what is/is not allowed should be distributed.
- Liaison with the Navy, particularly with regard to monitoring illegal fishing.
- Use radio and television as mechanism to communicate.
- Getting people in the community to do patrolling of the beach because of transport constraints.
- Transport is a problems for ADMAR without a boat or access to transport to check how the patrols are going. Problems for ESHTI to get transport/equipment for field work training.
- Materials for training at ESHTI, including GPS and compass. Camping equipment to stay in the field for longer. GIS programs and software.

*4.4.4. Who are the potential partners, and what are their roles and responsibilities ?
(insert matrix of stakeholders, roles and responsibilities from meeting sheet).*

Marine Megafauna Association, Eyes on the Horizon, Bitonga Divers, AMAR and diving centres (e.g. Barra lodge; PeriPeri diving centre – providing help ADMAR already), Pomene diving lodge, ALMA, FoProi (association of NGOs in Inhambane), Hotel and Tourism Association of Inhambane, ESHTI, CEPI – CTA (Federation of Trade Associations), Municipality, DED - providing economic information for the municipality, SNV, World Bank, Network of international organizations working on marine conservation issues, National directorate of conservation areas, Ministry of tourism, Coastal Development Centre in Xai Xai.

Table 3: Roles and responsibilities in reef management and conservation		
Stakeholder	Roles	Responsibilities
Government:		
• Local		
• State/ Province		
ADMAR	Supervise how the training is going and see if people in the training are able to do their job/not. Should participate in theoretical instruction on what is allowed/not – and how to inspect/patrol the area.	
• National		
Universidade Eduardo Mondlane (ESHTI)	Training institution	Can find the participants for courses Offer contribution to the creation of the courses Can pass the module to focal point, to see if it can become an integral point of the university program.
Private sector:		
Communities		
NGOs and media		
Donor agencies		
Focal point		

5. COUNTRY SUMMARY

This section provides a tabulated synthesis of the information provided during the stakeholder interviews regarding current training capacity and needs across the three areas.

	EMS & certification	Ecotourism and poverty reduction	Reef management and conservation
Training capacity			
People with training	ALMA, GtZ, Recycla and DED have people experienced on waste management No trainers on EMS or certification	SNV, Terra Mae, DED/GtZ, Marine Megafauna Foundation, Technoserve, ESHTI has 3 lecturers.	AMAR, Marine Megafauna Foundation
Institutions that can give training	MICOA on environmental issues ALMA on waste management ESHTI - with appropriate training of trainers, and materials	SNV, Terra Mae, DED/GtZ, Marine Megafauna Foundation, ESHTI.	AMAR members, and Marine Megafauna Foundation, Coastal Zone Centre in Xai Xai ESHTI - with appropriate training of trainers, and materials
Materials available	Waste management videos from ALMA.	ESHTI has a nature-based tourism module	Coastal Zone Centre in Xai Xai may have materials. Dive course materials available
Training needs			
Those needing training	MICOA (25), DPTUR, focal points (2), tourism operators, ALMA, local community members, fisheries representatives	DPTUR (5), focal points (2), ESHTI (5), tourism association (5), municipal council (5), Private sector, Local community (20), community leaders and school teachers (15), community members (60)	Maritime administration (5), focal points (2), Fisheries department (2), DPTUR (5), MICOA (5), private sector association (5), municipal council (5), maritime police (5), ADMAR (6), community leaders and teachers (15), community members (9), community council of fishermen
Type of training needed	General environmental education How to review EIAs (MICOA) Waste disposal options	How communities can benefit from tourism (e.g. supplying goods and services). Vocational skills training (e.g. food production and processing). Best practices in ecotourism. CSR	Knowledge of the law. How to treat tourists. Scuba diving. Reef conservation management and environmental impacts. Economic and ecological value of reefs. Reef capacity for use (i.e. diving, fishing). Alternative fishing techniques. Reef check training.
Gaps in materials	Training materials and course modules. Posters, videos Projectors and generator	Need to evaluate ESHTI course materials and identify gaps. Courses for the public.	Modules in Portuguese. Simple course materials based on scientific information for all stakeholder audiences

5.1. Actions and recommendations

Institutional home for materials: The course materials, and trainers, need to have an institutional home so that their use is sustained after the end of the COAST program. One suitable homes would be ESHTI, as the local campus of Eduardo Mondlane University.

Training of the trainers: A training of trainers approach is suitable for Inhambane. Trainers at ESHTI, and within ALMA would be able to roll out training programs. For ESHTI, teachers can be most easily released for training in holidays between June - August, and December-January.

Development of materials: Generic materials on themes relevant to the demonstration project can be created, and written in Portuguese and in simple format. The outline of course materials should be reviewed by beneficiaries before they are developed, to ensure they are appropriate.

Format for training: a mixture of practical sessions combined with seminars and workshops may work best in this destination. Some vocational training (e.g. catering, food production) is best on-the-job).

Raising awareness: Generic introductory training on all three areas can be combined and trainers-trained to disseminate this information between stakeholders.

Roles and responsibilities: should be assigned and then monitored to ensure progress.

5.2. Challenges

Portuguese trainers: Identifying trainers who can deliver materials in Portuguese.

Motivating the private sector: Some are not very interested in environmental issues, and follow up and consistency is required.

Enforcement: of reef use codes of conduct, and existing environmental legislation. Particularly with regard to logistical problems around transport and fuel.

Simple and achievable objectives: The demonstration project was designed before the budget was finalised, and is highly ambitious given the resources that are available. The scope of the intervention should be decreased to make it easy and achievable within the COAST timeframe, and with the resources available.

Disparity between the COAST inception report, and the COAST Project Document on the Demo of which elements are included. For example, the demonstration project mentions

ecotourism, but the inception report does not. The inception report mentions certification (and EMS), but this is only briefly mentioned in the Demo.

6. REFERENCES AND SUPPORTING DOCUMENTS

UNEP/GEF (2007) Demonstrating and capturing best practices and technologies for the reduction of land-sourced impacts resulting from coastal tourism, Project document, Project number GEFL/2328-2732

ANNEX 1: INTERVIEW QUESTIONS

Meeting Report Sheet: COAST Training Needs Assessment

Date:

Location:

Attendees:

1. Subjects covered: (e.g. EMS, certification, poverty reduction, ecotourism, reefs, other)

TRAINING NEEDS

2. What is the current status of training on this issue? Who is already trained in the country? (people, institutions providing training)

3. Who needs to be trained on this issue? (specifics, numbers where possible, officials, industry, managers, workers etc)

4. What extra training is needed? What are the priorities?

5. What are the specific subject areas (curriculum modules) where training is required? (List about 3-5 priority issues to address in this training)

TRAINING CAPACITY

6. What is the current capacity to provide this training or similar (e.g. institutions, local

7. What training modules are already available? (local, in region)

8. What specific training modules are still needed? (i.e. gaps)

9. BAP/BAT – examples or potential for on-site training and mentoring?

SPECIFICS FOR PRIORITY TRAINING AREAS

10. How much time would the training take? (days, weeks months)

11. What budget and resources are needed? What co-financing do you have? What do you want to 'spend' your co-financing on (i.e. priorities)?

ACTIONS AND RECOMMENDATIONS

12. What are the proposed priority actions and strategy for implementation?
(approaches, events, modules, where and when)

13. What are the key challenges? (learning and sharing issues, information capture and processing)

14. What are the logistics and governance issues ((level of support for priority areas, assumptions regarding host country inputs)

15. Who are the potential partners, and what are their roles and responsibilities (and see next sheet)

16. Stakeholder roles and responsibilities

Stakeholder	Roles	Responsibilities	1. EMS and voluntary eco-certification and labelling schemes	2. Ecotourism initiatives to alleviate poverty, diversification or alternative livelihoods, biodiversity conservation	3. Reef recreation, management, monitoring and strategies
Government:					
• Local					
• State/ Province					
• National					
Private sector:					
Communities					
NGOs and media					
Donor agencies					
Focal point					

17. Other comments:

ANNEX 2: MEETINGS HELD

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