B.Sc. Thesis

Tourism education as a local pro-poor initiative?

Feasibility study of the establishment of a community tourism training college in the Mara Region, Tanzania

Wiljo van Eerden

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Content

Executive summary

This report holds the results of a feasibility study of the establishment of a community tourism training college in the Mara Region in Tanzania. The establishment of a community tourism training college in the Mara Region was the proposed solution to the identified lack of local employment in the tourism industry present in the Mara Region. The lack of local employment in the tourism industry present in the Mara Region was identified during the study *'How can tourism benefit the poor; Case studies around the Serengeti NP in Tanzania'* commissioned by SNV Lake Zone Portfolio and executed by SNV Lake Zone Portfolio and IBDI. This feasibility study was conducted in collaboration with IBDI.

In order to be able to study the feasibility of the establishment of the community tourism training college the research area needed to be framed. The Ikona WMA area in the Serengeti District was selected as a suitable representation of the Mara Region and the stakeholders relevant to the establishment of the community tourism training college were identified by brainstorming on who or what groups affect or are affected by the identified problem of a lack of local employment in the tourism industry in the Mara Region and who or what groups could play an important role in relation to the establishment of a CTTC. The stakeholders were analyzed by creating a stakeholder analysis matrix.

The key factors of a successful community tourism training college were used to determine research priorities and to develop the research questions. Based on the research priorities and the identified stakeholders structured interviews were developed and executed. The information gathered through these interviews was analyzed and used to determine the feasibility of the establishment of a community tourism training college in the Mara Region.

The results of this study lead to the conclusion that the establishment of a CTTC does not qualify as a feasible solution to the indentified lack of local employment in the tourism industry in the Mara Region as long as:

- A CTTC lacks the support of one of the primary stakeholders, being the tourism enterprises located in the Mara Region;
- The educational gap between the current local applicant pool and the desired local applicant pool remains too large to be bridged by a CTTC;
- No professional support is found on curriculum development and accreditation of a CTTC;
- No sufficient funds to establish and operate a CTTC are secured.

It is recommended that:

- Possible options to gain the support of one of the primary stakeholder groups, the tourism enterprises located in the Mara Region, are further explored;
- The proposed idea of starting an educational program to bridge the educational gap between the current local applicant pool and the envisioned minimum entry level of the CTTC will be examined to determine the feasibility of such a program;
- The possibilities regarding a PPP are further explored to determine the feasibility of such a form of management and ownership of the CTTC;

- A third party with relevant knowledge and expertise is contacted to aid in the development of a suitable curriculum for a CTTC and to aid in securing the necessary accreditation;
- A study is conducted to map the financial resources available to establish a CTTC;
- The feasibility of the proposition by some stakeholders to offer education and training related to other work fields than the tourism industry at the CTTC will be examined.

List of abbreviations

AWF	African Wildlife Foundation
CG URT	Central Government United Republic of Tanzania
CIA	Central Intelligence Agency
COP	Community Outreach Program
CTTC	Community Tourism Training College
D.C.	District Council
DAS	District Administration Secretary
DED	District Executive Director
DPO	District Planning Officer
EC	European Commission
FZS	Frankfurt Zoological Society
GDP	Gross Domestic Product
GHOMACOS	Grumeti Horticultural Marketing and Cooperative Society
IBDI	Inter Business Direction Inc.
IGR	Ikorongo Game Reserve
MNRT	Ministry of Natural Resources and Tourism
MOU	Memorandum of Understanding
MWEKA	College of African Wildlife Management
NCT	National College of Tourism
NECTA	National Examinations Council of Tanzania
NGO	Non Government Organization
PPP	Public-Private-Partnership
SAUT	St. Augustine University
SEDEREC	Serengeti Development Research and Environmental Conservation Center
SENAPA	Serengeti National Park Authority
SETCO	Serengeti Tourism College
SGR	Singita Grumeti Reserve
SNP	Serengeti National Park
SNV	Stichting Nederlandse Vrijwilligers
TANAPA	Tanzania National Parks Authority
TATO	Tanzania Association of Tour Operators
TI	Tropical Institute
TNRF	Tanzania National Resources Forum
TTB	Tanzania Tourism Board
Tzs.	Tanzanian shilling
UNESCO	United Nations Educational, Scientific and Cultural Organization
VEO	Village Executive Officer
VETA	Vocational Education Training Authority
VG	Village Government
Ikona WMA	Ikona Wildlife Management Area
WTO	World Tourism Organization

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1. Introduction

This research, commissioned by SNV Lake Zone Portfolio, studies the feasibility of the establishment of a community tourism training college in the Mara Region. SNV Lake Zone Portfolio is the office of SNV Tanzania that is operating in the north west of Tanzania. SNV Tanzania is the SNV department operating in Tanzania and SNV is a Dutch non-governmental development organization, or NGO. A community tourism training college, or CTTC, represents the idea of a schooling facility aimed at training local community members of the Mara Region to make them more suitable to be employed in the tourism industry. A CTTC should provide in the needs of the local community members as well the needs of the tourism sector. The proposition of establishing a CTTC in the Mara Region came from one of the results of a study commissioned by SNV Lake Zone Portfolio in 2008 called *'How can tourism benefit the poor, Case studies around Serengeti NP in Tanzania'.* This study identified a lack of local employment in the tourism industry in the Mara Region due to a lack of education of local community members. The Mara Region is located in the north west of Tanzania, bordering the Serengeti National Park.

1.1 International context

Despite being one of the most biologically rich countries in the world, Tanzania is also one of the poorest (Nelson, 2004). The country is home to for example the endless plains of the Serengeti National Park, the highest mountain of Africa - Mount Kilimanjaro but also the Ngorongoro Crater with the highest density of mammalian predators in Africa. Lake Tanganyika the second deepest and longest freshwater lake in the world is located along the border of Tanzania and the coral reefs of Mafia Island with five species of sea turtles, including the green turtle and the leatherback turtle are another special natural resource. But not just the natural resources are interesting. Tanzania's population consists of descendants of more than a 130 different tribes, contributing to an interesting cultural legacy, for example Stone Town on the Zanzibar Archipelago and Kondoa Rock Arts in the Kondoa District. Seven of Tanzania's natural and cultural resources are listed as World Heritage Site by UNESCO (Travel and Tourism Directory, 2012).

The economic facts and figures of Tanzania are in large contrast with the abundance of natural resources. Tanzania is listed on place 200 out of 227 countries based on GDP per capita. Out of a labor force of 24 million 80% is occupied in the agricultural sector, 36% of the population lives below the poverty line and the country has a yearly inflation rate of 12,7% which places the country on place 203 out of 223 listed countries (CIA, 2011).

Besides these grim looking numbers there is an interesting upside. Tanzania has maintained an annual GDP growth rate of over 6,5% over the last three years, despite the global economical crisis, placing Tanzania on place 35 out of 216 listed countries (ibid). The tourism industry and mineral mining sector (gold, tanzanite, diamond) are the main sources of foreign exchange earnings in Tanzania (MNRT, 2009)

1.2 National context

Most of the tourism industry in Tanzania is based on natural resources such as wildlife, savannah, forests, mountains and coral reefs. Tourism enterprises located in the Mara Region are mainly focused on the wildlife of the Serengeti National Park and offer lodging, camping

and safaris. These enterprises create economic incentives for national and international investments to conserve biodiversity and can provide residents of the Mara Region with alternate sources of income besides the limited opportunities, such as agriculture or live stock herding, these communities often have (Emerton, 1997). According to the World Bank (2012) around 795.000 tourists visited Tanzania in 2010. In 2007 already over 350,000 tourists visited the Serengeti National Park (Liya & Ally, 2008), therefore it is clear the Serengeti plains attract a large number of tourists. Most forms of tourism have the negative aspect of leaking back the large part of the revenues to developed countries because private game reserves, hotels and lodges are mostly owned by foreign investors or tourists book a whole package at the local travel agency before departure (Mowforth & Munt, 2003). This problem can be tackled by adopting a pro poor tourism strategy, which aims to increase the net benefit for the poor from tourism and ensures that the tourism sector contributes to poverty reduction. A pro-poor tourism strategy requires changes on management level at tourism enterprises and can for example include stocking up supplies with produce from local vendors and farmers instead of buying from a wholesale business. Another example is cooperation between tourism enterprises and local communities to set up cultural tourism tours. Figure 1 shows the souvenir shop of a cultural tourism center in Nyichoka. A third pro-poor tourism strategy is for tourism enterprises to offer employment to members of local communities. Pro-poor tourism differs from sustainable tourism because it aims at creating economic gains or livelihood benefits for the poor whereas sustainable tourism mainly aims at environmental sustainability (Liya & Ally, 2008).

Figure 1. Souvenir shop at a cultural tourism center in Nyichoka.

1.3 Regional context

Large quantities of the inhabitants of local communities in the Mara Region in Tanzania can be characterized as poor and are mostly depending on subsistence farming, livestock herding or hiring themselves out as (day)laborers (ibid). Figure 2 shows the general street view of local communities in the Mara Region. But the Mara Region itself holds great potential regarding pro-poor tourism with a national park, game reserves, lodges and campsites present. The lodges and campsites within the Serengeti National Park alone attract at least 10.000 tourists on a yearly basis (IBDI, 2011). Local communities in the Mara region have not been benefitting much from the tourism industry linked to the Serengeti National Park and game reserves present in the area. In addition, the presence of the Serengeti National Park, game reserves and tourism industry affects the livelihood of local communities with restrictions on hunting and livestock herding. Many of these tourism enterprises are located on village land. In order to create a constant and controlled revenue stream from the tourism enterprises as an alternate source of income, 5 villages in the Serengeti District, bordering the Serengeti National Park, decided to join forces in 1998 and create the Ikona Wildlife Management Area or in short Ikona WMA (Mugini, 2011). These villages are Nata Mbiso, Makundusi, Robanda, Park Nyigoti and Nyichoka. The Ikona WMA consists of communal lands brought in by the partaking villages. Tourism enterprises located within the Ikona WMA , thus on community land of one of the 5 villages, pay annual rent and bed fees for each guest they receive to the Ikona WMA . The aim of the Ikona WMA is simple, they are there to organize financial traffic between the tourism industry and the 5 member villages by collecting and distributing the fees paid by the tourism enterprises, deduct mandatory taxes and maintain transparent bookkeeping. By doing so the Ikona WMA generates income for member villages and creates an incentive to support conservation.

Figure 2. General street view of local communities in the Mara Region.

1.4 Chapter description

Chapter 1 states the introduction and context of this study. Chapter 2 states the problem analysis and the research questions of this study and chapter 3 describes the methodology applied during this study. A short list of the limitations of this study are listed in chapter 4. An aerial description is given in chapter 5 and chapter 6 describes the identified stakeholders of the CTTC and therefore this study. The results of the fieldwork conducted in Tanzania are described in chapter 7 where the variety of topics relevant to the feasibility of the establishment of the CTTC form the structure of the sub chapters. The conclusion of this study is given in chapter 8 and recommendations regarding further studies are described in chapter 9. Relevant information gathered during this study but unsuited for the main body of this thesis are enclosed as annex. Whenever relevant these annexes are referred to in the text. A list of abbreviations and their explanation can be found under List of abbreviations on page 7 and the tables and figures used in this report are listed under List of tables and List of figures on page 8.

2. Problem analysis

One area which is still seen as a major obstacle towards communal benefits from tourism is employment of local community members at tourism enterprises located in- and outside the Serengeti National Park. Managers of these tourism enterprises argue that employment of local community members is often not feasible because local community members are not sufficiently trained. SNV Lake Zone Portfolio and IBDI conducted a study in 2008 focused on indentifying challenges and opportunities regarding pro poor tourism in the Mara Region. The study conducted by SNV and IBDI is called *'How can tourism benefit the poor, Case studies around Serengeti NP in Tanzania'*. The study was based on the 7 mechanisms developed by the World Tourism Organization (WTO) through which the poor can possibly benefit from tourism. Listed as mechanism number 1 is employment of the poor in the tourism industry. The study indentified a lack of local employment in the tourism industry in the Mara Region in Tanzania. SNV Lake Zone Portfolio, hereafter referred to as SNV, is located in Mwanza and is the SNV department that is active in the Mara Region. IBDI is the abbreviation of Inter Business Direction Inc. located in Musoma and is a private company that offers business advice and functions as a local capacity builder for SNV. In the report *'How can tourism benefit the poor, Case studies around Serengeti NP in Tanzania'* it is estimated that only 20% of the 7000 people employed by the 65 tourism enterprises present in the Mara region come from local communities.

Another study confirmed the lack of local employment in the tourism industry. This was the Tourism Enterprise Mapping, commissioned by SNV and conducted by IBDI in 2010-2011. The Tourism Enterprise Mapping was done in response to the outcome of the study conducted in 2008 and was geared towards documenting the tourism industry present in the Mara Region, currently executed pro-poor tourism strategies by the tourism industry and financial traffic between the tourism industry and local communities.

In 2011 a stakeholder meeting on problems and opportunities regarding community development in the Serengeti District was held between stakeholders. This stakeholder meeting was given the name Forum Meeting. Present were representatives of multiple villages located in the Serengeti District, including the 5 Ikona WMA villages, the Ikona WMA, local government, Serengeti National Park Authority (SENAPA) and various NGO's active in the area. The aim of the Forum Meeting was to have the problems and opportunities regarding community development in the Serengeti District documented so that these could be handed over to the District Council of the Serengeti District to aid in good governance in the near future. The District Council is the highest level of local government in Tanzania and the Serengeti District is located within the Mara Region. The lack of local employment in the tourism industry was also one of the problems observed and documented during the Forum Meeting. SNV played an advisory role during the Forum Meeting (Damian, 2013).

According to Liya and Ally (2008) the tourism industry is willing to employ local community members if training and education levels were professional, indicating that the opportunity for local communities to benefit more from tourism is hampered by an identified lack of training and education, making community members less suitable to be employed by the tourism industry. SNV is now exploring the possibility of countering this problem by supporting communities in the Mara Region with facilitating and/or mediating the establishment of a

community tourism training college, but is uncertain if realizing this project idea is a feasible initiative.

The general assumption is that a community tourism training college, here after referred to as CTTC, will most likely improve the chances of local community members getting employed in the local tourism sector. Whether this is the case mainly depends on the qualifications applicants are expected to have according to the tourism industry present in the Mara Region and if these qualifications can be achieved with an education offered at a CTTC.

This study is a follow-up research of the SNV study *'How can tourism benefit the poor; Case studies around the Serengeti NP in Tanzania'*. The main goal of this feasibility study is to find out if the establishment of a CTTC in the Mara Region in Tanzania is feasible. Therefore the main research question is:

- o **Does the establishment of a CTTC qualify as a feasible solution to the indentified lack of local employment in the tourism industry in the Mara Region?**

Because the time to conduct field work was limited, it was necessary to define research priorities. Defining research priorities was done by asking the following question and using the answers to that question as to frame research sub questions:

" What does the CTTC absolutely need to have to be considered successful?"

This question formed the basis of this feasibility study and resulted in the following general requirements:

A.   Stakeholder support; The CTTC needs to be supported by the stakeholders.

B.   Goals and objectives; The CTTC needs to meet its goals and objectives, based on the needs and expectations of the stakeholders.

C.   Management and ownership; The CTTC will need solid management and ownership to ensure sustainability.

Each general requirement imposes a series of questions which form the research sub questions of this study.

A. Stakeholder support;

- Is the establishment of a CTTC generally approved by the stakeholders?
- Are there any forms of committed support towards the establishment of a CTTC by the stakeholders, e.g. financial support, technical support, support in land acquisition or support in terms of labor?

B. Goals and objectives;

- What is the job availability in the tourism industry in the Mara Region?
- What kind of jobs in the tourism industry should a CTTC target?
- What level of education is needed to perform the jobs a CTTC should target?
- What level of pre-training is required to qualify for enrollment at a CTTC?
- What are the qualifications of the available local applicant pool?
- What amount of students should a CTTC be able to accommodate?
- What should be the location of a CTTC?
- What type of school should a CTTC be?
- What should be the curriculum offered at a CTTC?
- What should be different about a CTTC in regard to other tourism colleges?

C. Management and ownership;

- What resources are needed by a CTTC?
- What resources are available and in what form?
- Are there teachers available to teach at a CTTC?
- What are acceptable school fees?
- What is the economic sustainability of a CTTC?
- Will a CTTC have a negative impact on its natural and social environment?
- Who should have ownership of a CTTC?

3. Methodology

As part of preparation and obtaining background information a literature study was conducted, based on this literature study the project plan was developed, see annex B. Project plan. The literature study focused on previous related studies in the Mara Region, the tourism industry present in the region and in Tanzania in general, the government structure present in the Mara region, research methods regarding feasibility studies, national policies and papers, EC Development Guidelines, development strategies and other sector programs.

3.1 Framing the research area

The first step was to frame the research area. The pro-poor study conducted by SNV consisted of several related studies, see reference list, conducted in several different areas in the Mara Region over a total of 6 years (van Klinken, 2013). Due to the size of the Mara Region and the time available it was needed to frame the research area. The following criteria were used to select the research area:

- The research area needed to be a fair representation of the Mara Region;
- The communities in the research area needed to be familiar with IBDI to remove the necessity of building trust before starting fieldwork, saving valuable time;
- Because the proposed solution is a <u>community</u> tourism training college, it was considered important that the research area was home to communities that have some organizational experience;
- Because the proposed solution of establishing a CTTC requires negotiation with the tourism industry, it was considered an advantage if communities in the research area would have experience in doing so;
- SNV preferred a research area with communities that have a strong political voice, a history of cooperating with development projects and have shown interest in the project idea;

These criteria lead to the selection of the Ikona WMA area in the Serengeti District. The Ikona WMA area is home to local communities with tourism enterprises on their lands and experience the observed problem of lack of local employment in the tourism sector. IBDI has been working in the Ikona WMA area for the last 5 years, therefore the area meets the second criterion. The existence of the Ikona WMA in the area shows that the communities in the area have some organizational experience and experience with negotiating with the tourism industry. Other projects have been initiated in the past in the Ikona WMA area, for example the establishment of GHOMACOS in Nata Mbiso. GHOMACOS is a local farmers' cooperative that supplies fresh produce to Singita Grumeti Reserve.

According to Lemoyan (2013) the Ikona WMA area has a strong political voice. The village Makundusi has shown interest in the project idea, village representatives mentioned the establishment of a CTTC as a possible solution to the identified problem during the Forum Meeting in 2011.

3.2 Stakeholder identification and stakeholder analysis

The second step was to make sure all the relevant stakeholders were identified. This was done by brainstorming on who or what groups affect or are affected by the identified problem of a lack of local employment in the tourism industry in the Mara Region and who or what groups could play an important role in relation to the establishment of a CTTC. The stakeholders were analyzed by creating a stakeholder analysis matrix. The stakeholder analysis matrix was used to identify the role, the capacity and the motivation of the stakeholders as well as possible actions to address the stakeholders interest. This was necessary not just to make sure no vital information was missed by overlooking certain less obvious stakeholders, but also to make sure the social aspects were not neglected. When certain groups or individual stakeholders to a matter are not contacted or consulted, willfully or by accident, they might complicate matters in the future because they feel excluded. Sampling of various stakeholders made sure that comparative analysis was possible and it ensured greater comparison of opinion and responses.

3.3 Structured and open interviews

The third step was developing the structured interviews for each stakeholder, the structured interviews are listed under annex D. Structured interviews. In order to obtain the required information structured and open individual interviews were conducted as well as open group interviews. The choice between conducting structured or open interviews mainly occurred on site based on the response of the interviewee. This was needed because many stakeholders were reluctant to follow through with the interview when confronted with a long list of detailed questions. Based on the information gathered specific questions that needed further exploration were added and/or highlighted. The questions of the interviews were based on the 3 general requirements listed under chapter 2. Problem analysis and were appointed to the relevant stakeholder (group). This ensured the right questions were asked to the right stakeholders. Another benefit was that it avoided confronting a stakeholder with too many and sometimes irrelevant questions and therefore losing his or her interest. The full list of questions and relevant stakeholders can be found under annex A. Scope and appropriate stakeholders.

3.4 Data analysis

After gathering the information from the relevant stakeholders it was needed to process and analyze that information by comparing statements, document the analyzed information as results and use it to answer the research questions. By answering the research questions a answer can be given on the feasibility of the establishment of a CTTC in the Mara Region. This case study is partially descriptive and partially relational. Descriptive in the way that it describes the current situation, the needs and expectations and the limitations encountered and relational in the way that it looks at the effect the encountered facts have on the feasibility of establishing a CTTC.

3.5 Team

The final preparations of this study and the fieldwork necessary to gather the required information were executed as a team, set up by IBDI director Hassan Juma Ally. The research team consisted, excluding myself, of the following members:

Ayoub Laizer - employee at IBDI - acted as translator and advisor on social structures and customs, as well as partaking in brainstorming sessions and providing input on planning, research content and the execution of fieldwork.

Celeste Alexander - PhD student from Princeton University USA, volunteering at IBDI for personal research - advised on social structures and customs and helped with brainstorming, planning, research content and the execution of fieldwork.

4. Limitations

This research being a case study means that there are significant limitations to applying the findings in this report to other areas, situations or similar initiatives. Although certain aspects in setting or project type might be comparable, the variables found in this report may differ largely from other regions and/or projects.

In general a feasibility study is conducted based on the following process:

- What is the actual situation?
- What is the desired situation?
- What is required to bridge the gap between the actual and the desired situation?
- Can that was is required be achieved?

Because of unexpected delays the process of studying the feasibility of the establishment of a CTTC in the Mara Region was short tracked and reduced to exploring the aspects that were considered key factors to the success of a CTTC, as described under chapter 2. Problem analysis. Even though (un)expected delays were taking into account, the planned fieldwork schedule needed to be revised, shortened and intensified due to:

- Organizational and communication issues at IBDI and SNV.
- An unannounced extended Christmas holiday of over a month.
- The cancelled involvement of two important team members.

A two week Christmas holiday was accounted for in the original planning but upon arrival it became clear that IBDI would be closed from 15 December 2012 till 15 January 2013.

The original research team included two additional team members with important expertise and experience. The team members who's involvement was cancelled were:

- Mr. Yusuph - Tourism Commission Officer - supposed to play an advisory role on research content because of experience and expertise regarding the tourism sector in the Mara Region - involvement cancelled due to failure of securing financial compensation for his involvement that was agreed upon by Mr. Yusuph and IBDI.
- Mr. Florian - former director Grumeti Environmental College - supposed to play an advisory role on research content because of experience and expertise regarding education, conservation and tourism in the Mara Region - involvement cancelled due to IBDI failing to follow through on securing his in involvement.

Facts and numbers are limited and hardly backed up by statistics or other official documents because these are non-existent or people/institutions were unwilling to share these. The few documents that were available to the team were scanned with a portable scanner provided by C. Alexander, but unfortunately many of these scanned copies were too hazy or too irrelevant to be added as annex to this report.

Certain specific and important documents such as a national curriculum and accreditation requirements have not been studied because it proved impossible to obtain any official documents regarding education.

5. Areal description

The Mara Region is the area north-west of the Serengeti National Park bordering Kenya and Lake Victoria. It stretches from Muriti on Ukerewe Island in the south-west to Tarime in the north and Serengeti Ikoma gate in the south-east bordering the Ngorongoro Crater. The Mara Region is the area within the red boundary shown on figure 3. According to Liya and Ally (2008) there are 65 tourism enterprises located in the Mara Region. They also state that the Mara Region can be considered the heart of the Tanzanian tourism industry because 2/3 of the Serengeti National Park is located within the borders of the Mara Region. The Serengeti National Park is one of the major tourist attractions of the country. The Serengeti District, marked red on figure 4, is located in the eastern half of the Mara Region. Mugumu is the capital city of the Serengeti District and is located near the center of the district, marked with the letter A on figure 2. The research area Ikona WMA is located to the south of Mugumu bordering the Serengeti National Park, Singita Grumeti Reserve and the Ikorongo Game Reserve, see figure 5.

Figure 3. The Mara Region, Tanzania.

Figure 4. Serengeti District and Mugumu town(A), Tanzania.

5.1 Research area

The size of the Ikona WMA is around 450 km², consisting of communal lands from the 5 villages Robanda, Nata Mbiso, Makundusi, Nyichoka and Park Nyigoti (Borner, n.d.). The 5 villages are each home to around 250-500 residents (Makatcha, 2013). The Ikona WMA is considered to be a vital wildlife corridor in the annual wildebeest migration from the Serengeti National Park to the Maasai Mara Reserve in Kenya (Sungusia, 2010). Out of the 5 villages Robanda is the exceptional one, because their land does not just border the game reserves and the SNP but is almost entirely enclosed by the SNP, SGR or IGR, except for the north-west side, see figure 5. For spatial reference, Mugumu is located in the upper right corner of the map shown in figure 5. A larger version of the Ikona WMA land use map and an additional map of the Ikona WMA region can be found under annex E. Maps.
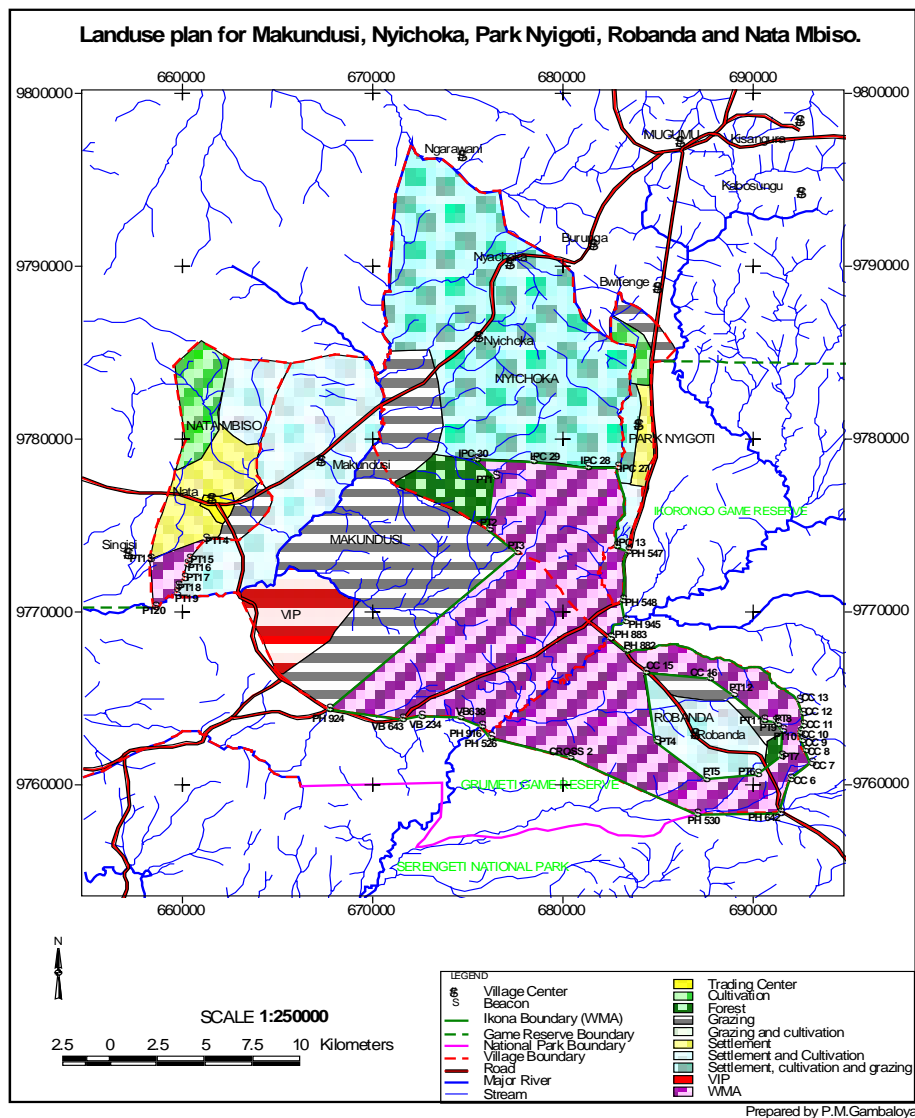
Figure 5. Ikona WMA land use map. (source: Frankfurt Zoological Society 2013)

5.2 Governmental structure.

Figure 6 is a representation of the governmental structure that is in place for rural areas in Tanzania with a description of the formation below it.
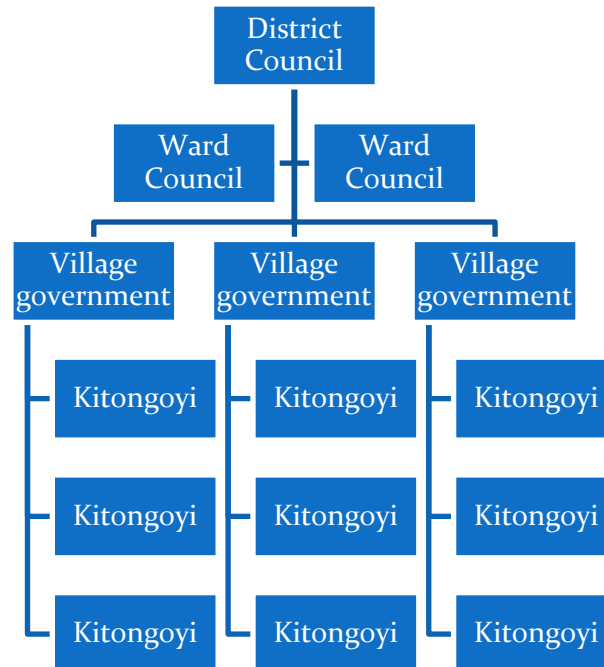
Figure 6. Governmental structure rural areas Tanzania.

Each governmental structure has a board and a chairman, from district level down to kitongoyi, consisting out of 2/3 men and 1/3 women. Vitongoyi, the plural form of kitongoyi, are small settlements outside the villages. Each kitongoyi has a board and chairman that represent the settlement. The village government board consists of all the chairmen from the different vitongoyi and representatives of the village itself. Each village government chairman is a member of the Ward Council board and each chairman of a Ward Council is a member of the District Council board (CG URT, 1982). There is one exception to this rule and that is the VEO, the village executive officer, who is a direct representative of the central government, placed on village level just below the village chairman. The District Council or D.C. is the highest level of local government, one level higher is the national government. The D.C. of the Serengeti District is seated in the town of Mugumu. The Ikona WMA falls within the boundaries of two Wards, namely Ikoma Ward and Nata Ward.

5.3 Educational system in Tanzania

The educational system in Tanzania and the accompanying titles are described below.

- 2 years of pre-primary education for ages 5–6 (year 1 and 2)

- 7 years of primary education for ages 7–13 (Standard I-VII)

- 4 years of secondary ordinary level education for ages 14–17 (Form 1-4)

- 2 years of secondary advanced level education for ages 18–19 (Form 5 and 6)

- 3 or more years of college or university education

As shown in the list above primary education takes 7 years and secondary education takes an additional 4 years. When someone completes primary education the student has a level of education that is called Standard 7. When someone completes secondary education it is called Form 4. In addition, successful students can choose to improve their level of secondary education up to Form 6 if they so desire. Students must have completed secondary education up to Form 4 to enroll at a college. A University enrollment requires Form 5 or 6. For people who are lacking secondary education there is the option to enroll for vocational training at a VETA facility. Some VETA facilities offer next to vocational training also higher level educational courses that come close to the educational level of a college. Students applying for higher educational courses at a VETA facility are also required to have completed secondary education up to form 4.

6. Stakeholders

There are two groups of stakeholders regarding this research. One is the group of primary stakeholders, those who affect or are affected by the problem. The second group are the secondary stakeholders, those who are not directly affected by the problem but could play an important role in relation to the establishment of a CTTC.

For example the Vocational Education Training Authority (VETA) might be interested in the project or might be a valuable partner to the project, but this stakeholder is not directly affected by the identified problem. The full stakeholders analysis matrix is listed under annex C. and the full list of primary and secondary stakeholders, a specification of the consulted department and/or people, the type of interview and the number of interviews is listed under annexes F and G. Both individual and group interviews open to everyone were conducted as well as planned interviews with managers, directors and other representatives. Below a shortlist of the primary and secondary stakeholders is shown in table 1. Details regarding the primary stakeholders are described in the following sub chapters, secondary stakeholders are listed under one sub chapter and the descriptions are divided by paragraphs.

Table 1. Shortlist of primary and secondary stakeholder groups.

Stakeholder group	Primary stakeholder	Secondary stakeholder	Number of interviewees
Villages [target group]	V		58
Tourism industry	V		13
Village governments	V		7
Wards	V		0
District Council	V		2
Ikona WMA	V		1
Vocational Education Training Authority - VETA		V	1
Serengeti National Park management - SENAPA		V	1
NGO's		V	8
Tourism colleges		V	6

6.1 Villages

The information described per village is extracted from the individual interviews and open group interviews conducted with community members and representatives of the VG from the 5 Ikona WMA villages and other consulted stakeholders.

Robanda is the village located the closest to the SNP and the game reserves and is claimed by others to be the richest village in the area. The village has around 500 residents and currently the main source of income is the tourism industry and retail. Formerly the community members supposed to practice subsistence hunting but with the establishment of the SNP and the game reserves this came to an end. It is unclear when local hunting became banned and to what extent subsistence hunting was practiced, contradicting statements have been given during the interviews. Agriculture and livestock herding are virtually non-existent in the village. The community members themselves claim that farming in Robanda is a futile undertaking because of the high amount of wildlife crop raiding. Other stakeholders consulted say no farming is practiced in Robanda because the village generates a lot of income from the tourism enterprises present on Robanda communal land and the Robanda community is therefore capable of buying the produce needed, removing the necessity of farming. The individual interviews pointed out that Robanda has 1 unfinished secondary school for girls and between 25-50 people speak (sufficient) English. VG representatives and community members from Robanda claim that Robanda contributes the largest part of land to the Ikona WMA, other consulted stakeholders say the village stands among the top 3 of the largest land contributors to the Ikona WMA. Figure 7 shows the oldest resident of Robanda. Unfortunately she could not be interviewed because she didn't speak Kiswahili, Kisukuma or English, the languages familiar to translator A. Laizer.

Figure 7. Oldest resident of Robanda.

Nata Mbiso is located next to SGR and therefore their business with the tourism industry is mainly limited to SGR. The main source of income is agriculture and livestock herding and this is visible when crossing the area. When leaving the SNP or one of the game reserves the landscape changes from bush and savannah to cultivated lands and pastures. Nata Mbiso has around 500 residents, one recently constructed health clinic, a primary school and an a-level secondary school teaching up to Form 6, the only one in the area. The local police station is also located in Nata Mbiso but is currently relocated to a more central location. Nata Mbiso is also home to several other initiatives related to communal benefits from the tourism sector. A trading cooperative (TRINA) and an agricultural cooperative (GHOMACOS) that provide supplies to SGR are located here. Their functioning is questionable, especially the functioning

of the trading cooperative TRINA, which recently encountered serious diplomatic problems with SGR.

Makundusi is the village bordering Nata Mbiso with their communal lands located between SGR and IGR and has between 300-400 residents. The main source of income is agriculture and livestock herding but because of their location a lot of incidents with wildlife crop raiding have occurred, mainly elephants. Their dealings with the tourism industry are more diverse than Nata Mbiso, even though they have only one enterprise on their land, especially after the establishment of the Ikona WMA . They receive fees from at least 2 institutes that are partners with SGR besides the income generated by the Ikona WMA . Makundusi claims to have more money than Nata Mbiso, Nyichoka or Park Nyigoti, has a primary school located in the village and claims to provide the largest part of the land of the Ikona WMA . Some interviewees confirmed this, others said Robanda is the largest contributor.

Nyichoka is located at the center of the Ikona WMA and is home to around 250-300 people. The village has a primary school but education standards are low, very few speak sufficient English. The main source of income is agriculture and livestock herding. Village government claims their development regarding tourism is hampered due to land use plans that prevent the establishment of tourism enterprises on their lands. Their land input to the Ikona WMA is supposedly allocated as breeding grounds. The land use map does not support this claim neither was it possible to verify this claim with other stakeholders. Nyichoka deals mostly with SGR because most of the other tourism enterprises are either located near Robanda or Makundusi. Figure 8 shows the VG office in Nyichoka.

Figure 8. Village government office in Nyichoka.

Park Nyigoti is the smallest of the 5 villages and is home to around 200-250 people. The village has a primary school and is mainly dependant on agriculture and livestock herding. No tourism enterprises are present on their land but they do have dealings with SGR. Education standards are low, hardly anyone speaks sufficient English. Based on the fieldwork, Park Nyigoti seems less involved in actual developments regarding the tourism sector.

Regarding the community members random individual and/or open group interviews were conducted on different locations in each village, for details see table 2. But before conversations with any of the community members could take place, social conduct obliged to consult village government first. Careful selection of the community members based on their age, education and occupation proved impossible and the alternative was to either interview individuals selected by village government or select the interviewees at random ourselves. The latter was chosen in order to obtain data from several layers of society and to avoid working with a selection that is possibly biased by the preference of the village government representative. No community members from Park Nyigoti were interviewed due to a lack of time.

Table 2. Village interview details.

Village	Interview	Gender
Robanda	4 individual interviews	3 male, 1 female
Nata Mbiso	1 open group interview	21 male
Makundusi	1 open group interview	13 male, 6 female
Nyichoka	5 individual interviews	1 male, 4 female
	1 open group interview	8 male, 1 female
Park Nyigoti	-	-

The community members of the 5 Ikona WMA villages have a stake in the indentified problem because they are the people affected by the problem of lack of local employment in the tourism industry. The community members have a stake in the proposed solution because that solution is geared towards relieving the community members of their problem.

6.2 Tourism industry
The part of the Serengeti District bordering the SNP or one or more game reserves is home to a large part of the multiple tourism enterprises located within the Serengeti District. Several of these tourism enterprises are located within Ikoma and Nata Ward and the SNP. One company can own multiple tourism enterprises such as lodges, tented camps or hotels in one or more wards. Also tourism enterprises often offer more than one service. One example would be Moivaro Coffee Lodge Company which owns several tourism enterprises across Tanzania and offers besides lodging also tours and safari's. In addition, tour operators and lodges/tented camps often work together. For example, someone can book a full holiday across the Serengeti National Park with Leopard Tours from Arusha but spend several nights at Robanda Tented Camp and do safari's with Moivaro Coffee Lodge Company when they are on the west side of the Serengeti National Park. To keep an overview only the tourism enterprises that are present within Ikoma Ward, Natta Ward and SNP are listed in table 3 and those that were consulted are marked light blue. Table 4 shows the 2 tourism enterprise unions that were consulted. On average a tourism enterprise in the Mara Region employs around 100 -110 people but large

differences in number of staff between enterprises are not uncommon because tourism enterprises differ largely in size and class.

Table 3. Tourism enterprises and services in Ikoma and Nata Ward.

Parent company	Tourism enterprises	Location	Class	Consulted
Moivaro Coffee Lodge Company Tanzania	Robanda Tented Camp Ikoma Tented Camp	Ikoma Ward	Medium	Seth van Bracht - group manager Moivaro Eliphas Mussa - location manager Ikoma Tented Camp
Thomson Safari	Mapito Tented Camp	Ikoma Ward	Medium	Frank Cerry - location manager Kyoso Kangwe - General manager Sharon - Operations manager
Tanzania 2000 Adventure	Tented Camps/Tour operator	Ikoma Ward	Medium	X
Robanda Safari Lodge	Robanda Safari Lodge	Ikoma Ward	Low	Andrew - location manager
Ngome Safari Camp	Ngome Safari Camp	Ikoma Ward	Medium	X
Ikoma Safari Camp	Ikoma Safari Camp	Ikoma Ward	Medium	X
Zara Tanzania Adventure	Zara Tented Camp	Ikoma Ward	Medium	X
Tusk Tour	Simba Safari Lodge	Ikoma Ward	High	Kenneth - location manager
Singita Grumeti Reserve (SGR)	Faru Faru Lodge Sasakwa Lodge Sabora Lodge	Nata Ward	High	Richard Ndaskoi - COP manager Ami Seki - Wildlife department manager
Serena Hotels	Serengeti Serena Safari Lodge	SNP	High	John Mwamakulah - Human resources manager
Mbugani Camps	Mbugani Camp	SNP	Medium	Arnold Makinda - Sales & Marketing manager

Table 4. Tourism enterprise unions.

Tourism enterprise union	Location	Participant
Tanzania Association of Tour Operators (TATO)	Arusha, Arusha District	Kelvin Remen - Project officer
Tanzania Tourism Board (TTB)	Arusha, Arusha District	Elirehema N. Maturo - Cultural tourism development officer

Not all the tourism enterprises present in the area were consulted during this research, this would be too time consuming. Instead a selection was made that serves as a representation of the tourism industry in that area. To have a sample that is a fair representation, tourism enterprises of all three different class categories were selected. In addition, SGR can be seen as a class of its own, because that company does not only own several tourism lodges and campsites but also owns the entire game reserve in which those enterprises are located.

The tourism industry in the Mara Region has a stake in the identified problem because it is the tourism industry that is not providing (sufficient) employment for local community members in the Mara Region. The tourism industry also has a stake in the identified solution because a CTTC will have to provide graduates suited to the needs of the tourism industry. In addition, the tourism industry might be interested in having a workforce available close by.

6.3 Village governments

Before being able to interview community members from one of the villages, social conduct obliged to introduce the team and the project that was worked on to the village government. This meant visiting the village government chairman. Because of this, opportunity was taken to start the fieldwork with interviewing the village government chairman. All the 5 village governments have been consulted, details regarding these interviews are shown in table 5. When it was not possible to interview the village chairman we got directed to the village executive officer, or VEO. In some cases both the village chairman and the VEO were present during the interviews. During the interview with the village government chairman and VEO of Nyichoka, village government board members were also present in the room but none answered any questions. The names of two VEO's remain unknown because they entered the room in a later stage and didn't introduce themselves.

Village governments of the selected 5 villages have a stake in the indentified problem and the proposed solution because village governments represent the 5 Ikona WMA villages and aiding in mitigating the effects of encountered problems will aid in good governance.

Table 5. Village government consultations.

Village government	Interview	Participant
Robanda	2 individual interviews, 2 participants.	Mr. Entebbe - VG chairman. Unknown - VEO
Nata Mbiso	1 individual interview, 1 participant.	Hamisi Machandi - VEO
Makundusi	1 individual interview, 1 participant.	Julius Matwiga - VEO
Nyichoka	1 individual interview, 2 participants.	Mtoni Manyaki - chairman. Unknown - VEO
Park Nyigoti	1 individual interview, 1 participant.	Moses M. Nguhecha - VEO

6.4 Wards

No interviews with representatives of Ikoma Ward and Nata Ward were conducted because Ward representatives were unavailable.

6.5 District Council

The feasibility study and the team were officially presented to the full board of the D.C. during a council meeting. Nata Ward vice council chairman Jumanne Kwiro introduced the team to several representatives of the D.C. including the Secretary of Parliament Dr. Steven Kebwe. Several D.C. representatives were contacted for consultation but the final selection of interviewees was based on the knowledge of Jumanne Kwiro of the departments and its representatives and who we got referred to during our stay at the D.C. headquarters in Mugumu. The D.C. representatives consulted are listed in table 6.

The D.C. has a stake in the identified problem and its proposed solution because they will have to approve any development plans such as the establishment of a CTTC before initiation. In addition, a successful CTTC will aid in good governance.

Table 6. D.C. representatives consulted.

Department	Interview	Participant
District Council Administration	1 individual interview, 1 participant.	Magohu Zonzo - District Administration Secretary (DAS)
District Executive Office	Not available for interview - got referred to DPO.	Silvan Rugira - District Executive Director (DED)
District Council Planning	1 individual interview, 1 participant.	Emmanuel Mgongo - District Planning Officer (DPO)

6.6 Ikona WMA

The Ikona WMA management consists of 3 people in total of which 2 were not selected for interviewing. Because the Ikona WMA management is relatively small and team member C. Alexander had consulted general manager Mr. Makatcha in the past regarding her personal research, the choice was made to make an appointment with Mr. Makatcha right away. The Ikona WMA management office is located in Mugumu. In theory, the Ikona WMA is a organizational structure that works closely together with the tourism industry and is owned by the 5 member villages, therefore the stake of the Ikona WMA should be same as the stake of the 5 Ikona WMA villages. In addition, the Ikona WMA is geared towards improving communal benefits from the tourism industry, the establishment of a CTTC is set up to do the same. Recently the construction of the Ikona WMA visitors center near Robanda was completed. The visitors center is created to offer a service to the tourists that pass through the area with the aim to increase communal benefits from tourism. Figure 9 shows a group of elephants migrating over Ikona WMA land between the Ikorongo Game Reserve and the Singita Grumeti game reserve.

Figure 9. Group of elephants migrating over Ikona WMA land.

6.7 VETA

The Vocational Education Training Authority (VETA) is a national organization aimed at closing the gap between job requirements and people that lack education by offering practical training to these people to make them suitable for jobs that would otherwise remain out of reach. VETA offers a wide variety of training. Some examples are courses for drivers, welders, mechanics, electricians, cooking, housekeeping & laundry and front office management. VETA is an interesting secondary stakeholder because they have experience with training people with a lack of education for specific jobs and VETA might be interested in a form of collaboration regarding the CTTC. In addition, VETA is responsible for the accreditation of vocational training institutes. VETA has multiple offices and schools nationwide, the office selected for consultation was VETA Lake Zone located in Mwanza due to its relatively close proximity to the research area. The representative who was interviewed was Mr. Ben Mwaipungu, head of Project Management at VETA Lake Zone.

6.8 SENAPA

Serengeti National Park Authority is the branch of the national institute Tanzania National Parks Authority (TANAPA) and is appointed with the management of the Serengeti National Park. The office of SENAPA is located in Ikoma Ward, just outside Robanda. The office has besides management and wildlife departments also a community outreach program department, so called COP. The main goal of the SENAPA COP department is securing community development and communal benefits from the Serengeti National Park and is involved in numerous development initiatives around the Serengeti National Park. The COP department of SENAPA is an interesting secondary stakeholder because community outreach connects to the initiative of establishing a CTTC. Grace Labora is COP manager at SENAPA and she was interviewed regarding the establishment of a CTTC.

6.9 NGO's

Several NGO's active in the Mara Region were perceived to be interesting secondary stakeholders. First of all of course SNV and IBDI (although IBDI is not really an NGO but a private company acting as local capacity builder for SNV) because these two organizations are exploring the feasibility of the establishment of a CTTC. SNV and IBDI were consulted on the proceedings of this research. The other NGO's were perceived interesting secondary stakeholders because they are involved in conservation and/or community development. Tourism and conservation are linked in Tanzania because it is the natural resources of the country that attract the majority of the tourists. Without the conservation of Tanzania's natural resources such as wildlife and its environment, the tourism sector would crumble. As a result the tourism sector and conservation organizations sometimes work together. The experience of NGO's with local communities, conservation and the tourism sector makes them an interesting secondary stakeholder. Table 7 shows the complete list of consulted NGO's and the people interviewed.

Table 7. NGO's consulted.

NGO	Participant	Function
SNV Lake Zone Portfolio	R. van Klinken J. Lemoyan	Portfolio director Technical advisor
IBDI	H. Ally	Company director
Frankfurt Zoological Society (FZS)	Daniel Jamat Dennis Rentsch	Employee Technical advisor
Serengeti Development Research and Environmental Conservation Center (SEDEREC)	Thobias P. Damian	Program administrator
Tanzania National Resources Forum (TNRF)	Geofrey Mwanjela	Head of programs
African Wildlife Foundation (AWF)	Gerson Mollel	Unknown

6.10 Tourism colleges

Already operating colleges and universities that offer tourism related education were also listed as secondary stakeholders. These institutes could possibly supply valuable information regarding tourism education details, their experiences and hurdles to be expected when establishing a CTTC. It was also needed to consult these institutes to find out what education was already offered in order to find out if the community tourism college would be competing for students or offer a complementary service. If it turns out that the CTTC would offer a complementary service, collaboration between existing tourism colleges and the CTTC might be an option. In total 6 tourism education related colleges or universities were consulted, details of these institutes and the people interviewed are shown in table 8.

Table 8. Tourism colleges consulted.

Tourism college	Location	Participant
Serengeti Tourism College (SETCO)	Mugumu, Serengeti District	Samwel P. Marwa - General manager
Saint Augustine University (SAUT)	Mwanza, Lake Zone District	Dr. Prof. J. Spillane - Professor and tourism management course director
National College of Tourism Arusha (NCT)	Arusha, Arusha District	Masoud Gendheja - Head of general education training & assisting principal
VETA Hotel and Tourism Training Institute	Arusha, Arusha District	Flora Hakika - Principal
Tropical Institute Arusha	Arusha, Arusha District	Paschal Phinehas Sarungi - Teacher
College of African Wildlife Management (MWEKA)	Arusha, Arusha District	Freddy Manongi - Acting principal

7. Results

The results described in this chapter are the key results of the conducted interviews and are a derivative of the fully documented interviews. The fully documented interviews can be found under annex J. Fully documented interviews. Some of the interesting statements or facts from the fully documented interviews are displayed in boxes.

7.1 Stakeholder support towards the establishment of a CTTC

7.1.1 Non committed support

The consulted community members from the 5 Ikona WMA villages all support the establishment of a CTTC. During the interviews it was clearly pointed out to the community members that SNV and IBDI are only playing a facilitating role regarding the establishment of a CTTC and that SNV and IBDI are not financially supporting the establishment of a CTTC. But even when the community members were under the impression that the funds to establish a CTTC would have to come from their own village or other stakeholders, the interviewees remained supportive. This indicates that the willingness among community members to support a CTTC is high.

The interviews with local community members pointed out that the individual capacity of local community members to support the establishment of a CTTC beyond general approval is low, only the provision of support towards the establishment of a CTTC in terms of labor was committed to by the interviewees. The interviewees indicated that individual support of local community members towards the establishment of a CTTC in terms of labor could consist of preparing bricks and other construction materials. The interviewees estimated that the village governments of the 5 Ikona WMA villages should be able to financially support the establishment of a CTTC even though community members often characterized their village as poor. According to the interviewees the village governments of the 5 Ikona WMA villages currently sponsor successful local students to go to college elsewhere.

For details regarding financial support of the establishment of a CTTC by the village governments of the 5 Ikona WMA villages, the community members referred to representatives of the village governments of the 5 Ikona WMA villages. The interviewees did not express awareness of the costs involved regarding the establishment of a CTTC.

The possibility of having some of the tourism enterprises financially involved in the establishment of a CTTC is not favored by the community members. Community members fear that the tourism enterprises will become too influential when they are financially involved with the establishment of a CTTC.

Many local community members suggested that the Ikona WMA could possibly provide financial support towards the establishment of a CTTC but the availability of funds at the Ikona WMA to financially support the establishment of a CTTC was not confirmed by the management of the Ikona WMA.

At the consulted tourism enterprises the support regarding the establishment of a CTTC is up for debate. There is a clear distinction in opinion between those that work in the tourism industry in the Mara Region and those that work in the tourism industry outside the Mara Region. Representatives of tourism enterprise unions and representatives of the tourism

enterprise parent companies have voiced committal and non committal support towards the establishment of a CTTC in the Mara Region because the establishment of a CTTC in the Mara Region should help improve the relations between the local communities and the tourism enterprises located in the Mara Region. Mr. Makinda from Mbugani Camp is certified as a teacher and Mr. Makinda stated that he might be available for consultation on curriculum development and accreditation of a CTTC and that he might be available to teach short 1-2 week course modules at a CTTC.

Tourism enterprise location managers, community outreach program directors and other people that work in the tourism sector in the Mara Region are less supportive of the establishment of a CTTC and have numerous arguments to elaborate their point of view. One of the arguments is that a considerable amount of people from the local communities in the Mara Region lack sufficient secondary education to be further educated. Most location managers do agree that basic skill training for lower skilled jobs in the tourism industry might be useful and applicable to local community members in the Mara Region but then immediately raise the question whether a CTTC is needed to provide such training. Details regarding the jobs in tourism industry available to local community members are described under sub chapter 7.2 Tourism sector job qualifications, paragraph 7.2.2 Job qualifications at tourism enterprises located within the Ikona WMA. Another argument is that the absence of a tourism college in the direct vicinity of local communities in the Mara Region should not prevent those who are interested in a tourism education to obtain an education in tourism. If local community members can meet the entry level requirements of a tourism college and have enough money to pay for the school fees, local community members can enroll at a boarding school located further away. If the local community members of the Mara Region encounter problems with meeting the entry level demands of other tourism colleges or can't afford an education at a tourism college, it is likely that the local community members will encounter the same problems when applying for an education at a CTTC.

In addition tourism enterprise location managers expressed concerns regarding hiring local community members as staff because increasing local employment often increases safety risks. Organized crime such as raiding campsites becomes a bigger risk because of intact local networks, see annex I. Newspaper article Moivaro Ikoma Tented Camp attack. Tourism enterprises located within the Ikona WMA in the Mara Region of both Thomson Safari and Moivaro Coffee Lodge Company have been raided in 2012 and the management of Thomson Safari and Moivaro Coffee Lodge Company believe that the raiders received help from local community members of the Ikona WMA.

'Schooling these days has become shallow and is of poor quality. Proper education makes people honest because they realize what their opportunities and prospects are'.

But the arguments to not support a CTTC given by tourism enterprise representatives do not only address issues at local level in the Mara Region. Strong concerns about the quality of the schooling system in Tanzania have been voiced. Local community members that have completed secondary education will have spent 7 years in primary school and an additional 4 years in secondary school but most of the local community members that completed secondary education still don't speak English. The ability to communicate in English is vital for

a job in the tourism industry. Singita Grumeti Reserve offered English language classes to local community members of the Ikona WMA in the past but stopped doing so because the results were insufficient and the number of enrollments were too low, indicating a lack of interest by the local community members.

Ikona WMA management expressed non committed support towards the establishment of a CTTC because a CTTC could educate local community members of the Mara Region on tourism and conservation. For committed support Ikona WMA management referred to the village governments of the 5 Ikona WMA villages.

7.1.2 Committed support

None of the representatives of the tourism enterprises located in the Ikona WMA committed to financially supporting the establishment of a CTTC in the Mara Region. Representatives of Moivaro Ikoma Tented Camp and Simba Safari Lodge committed to sharing experience and collaborating on practical training with a CTTC and to help with the placement of interns from a CTTC. Assistance in curriculum development was offered by a representative of Moivaro Ikoma Tented Camp, as well as possibly teaching at a CTTC but efforts to communicate on this offer after the interview were unsuccessful.

All the representatives of the village governments of the 5 Ikona WMA villages expressed non committed and committed support towards the establishment of a CTTC. Non committed support was expressed because the village government representatives believe that local community members having access to a CTTC might help to mitigate the problem of lack of local employment in the tourism industry in the Ikona WMA. Some representatives of the village governments claimed that the village governments of the 5 Ikona WMA villages are able to at least partially fund the establishment of a CTTC. The availability of funds at the village governments of the 5 Ikona WMA villages to partially fund the establishment of a CTTC could not be verified during this study. All representatives of the village governments of the 5 Ikona WMA villages expressed committed support towards the establishment of a CTTC by arranging the acquisition of land to construct a CTTC on.

An indication of the resources needed to establish and operate a CTTC could not be given by the representatives of the village governments of the 5 Ikona WMA villages.

According to the Tourism Enterprise Mapping field report conducted by IBDI in 2011 the Ikona WMA distributes 80 million Tanzanian shillings (€ 40.000,-) of tourism industry fees each year among the 5 Ikona WMA villages. This money is handed over to the village governments of the 5 Ikona WMA villages. The village government of Makundusi receives an estimated additional 100 million Tanzanian shillings (€ 50.000,-) each year from private contracts with the tourism industry and the village government of Robanda receives an additional 340 million Tanzanian shillings (€ 170.000,-) each year from private contracts with the tourism industry. Village governments of the 5 Ikona WMA villages do not account to their community members on the utilization of these funds. Specific details regarding the current utilization of these funds could not be given by the village government representatives of the 5 Ikona WMA villages.

The D.C. is planning to construct a tourism training college in Mugumu in collaboration with Singita Grumeti Reserve, in response to the outcome of the Forum Meeting in 2011. The 2011

Forum Meeting is described under chapter 2. Problem analysis. Committed support in the form of financial support was given by representatives of the D.C. if future plans to establish a CTTC will be merged with the D.C. plan to construct a tourism training college in Mugumu. The required funds to construct a tourism training college in Mugumu as planned by the D.C. will have to come from Singita Grumeti Reserve. The plan to construct a tourism training college in Mugumu with financial support from Singita Grumeti Reserve has not been discussed with Singita Grumeti Reserve yet, creating a state of high uncertainty whether or not the D.C. plan to construct a tourism college in Mugumu is actually going to happen.

If a CTTC is going to be established separate from the D.C. plan to construct a tourism training college in Mugumu, committed support was expressed by representatives of the D.C.in the form of setting up stakeholder meetings in an effort to mobilize funds available to the establishment of a CTTC.

Whether or not a CTTC will be supported by VETA will depend on a proposal that needs to written to VETA by the future management and owners of the CTTC and a final inspection by VETA of the CTTC when the CTTC is completed. Details regarding the requirements the written proposal needs to meet according to VETA or the criteria used by VETA to perform the final inspection could not be given by the VETA representative.

If the CTTC's written proposal is approved by VETA and if the CTTC passes the final inspection by VETA, committed support by VETA can be expected in regard to the development of a curriculum and the acquiring of teachers and teaching materials.

SENAPA has voiced non committed support and possible committed support towards the establishment of a CTTC. The establishment of a CTTC is considered by SENAPA as an opportunity to improve the chances of local community members to find employment in the tourism industry. SENAPA does not have contracts with the tourism industry in Tanzania on mandatory local employment but SENAPA does promote local employment at tourism enterprises, including the Ikona WMA.

SENAPA is involved in community development projects and has a Community Outreach Program (COP) department that handles community development projects. Committed support by SENAPA towards the establishment of a CTTC depends on whether the establishment of a CTTC can be fitted in one of SENAPA's development programs. What these development programs are and what the criteria are for a community development initiative to be fitted in to one of SENAPA's programs could not be identified. If a CTTC can be fitted in to one of SENAPA's development programs, committed support by SENAPA in the form of financial support to construct a building can be expected. The financial support of construction by SENAPA can be up to 70% of the total construction costs, depending on the amount of funds already available to the development project.

Support regarding the establishment of a CTTC from NGO's is minimal. Only SEDEREC considered the establishment of a CTTC to be a good initiative if a CTTC can offer an educational package that suits the needs of the local community members and if that educational package does not compete with the services already offered by tourism college SETCO. SEDEREC is mainly occupied with facilitating communication between the tourism

industry, local communities and the local government in the Mara Region in an effort to create an ongoing dialogue on environmental conservation and community development. SEDEREC does not have the capacity to support the establishment of a CTTC beyond general approval.

Representatives of FZS do not support the establishment of a CTTC and expressed doubts regarding the expected impact of a CTTC. Community members who are or become educated will leave the village, this phenomenon called 'brain-drain' is unavoidable and the remaining community members will have the same problem as before the establishment of the CTTC. In addition the representatives of FZS fear that a CTTC located in the Ikona WMA might have an ecological impact because of an increase in human activity and human traffic.

'Maybe setting up a small program aimed at improving certain skills, English language skills for example, might be a better idea. Collaboration regarding such a program with the D.C. or tourism college SETCO might be possible.'

Furthermore the representatives of FZS doubt whether or not the lack of local employment at tourism enterprises in the Mara Region is mainly caused by of a lack of education of local community members. The recent raids on tourism enterprises in the Ikona WMA make tourism enterprises located in the Mara Region reluctant to hire locally.

According to Dr. Prof. James Spillane from St. Augustine University (SAUT) establishing a CTTC is a bad idea. A CTTC placed locally, e.g. the Ikona WMA, will be unable to keep a continuous flow of students and graduates that will actually find a job in the tourism industry. From his point of view it would be better to send students interested in an education related to tourism to an already operating tourism college with a good reputation. There are numerous tourism colleges in the Arusha district to choose from, big and small, registered and non-registered, expensive and cheap.

Tourism college SETCO is not in a position to provide any committed form of support towards the establishment of a CTTC because SETCO itself is currently still struggling to compete with tourism colleges located in Arusha.

None of the other tourism college representatives expressed themselves positive or negative towards the establishment of a CTTC but gave their opinion on the establishment of a CTTC on what is considered important for a CTTC to be successful in their point of view.

7.2 Tourism sector job qualifications

7.2.1 Future employers of CTTC graduates

According to the consulted community members the tourism enterprises in the direct vicinity of the Ikona WMA and/or located on Ikona WMA land should be the future employers of graduates from a CTTC. The close proximity of tourism enterprises located within the Ikona WMA villages to the 5 Ikona WMA villages and the obligation that tourism enterprises have to support communal benefits from tourism are the main reasons given by the interviewees why the tourism enterprises near or within the Ikona WMA are seen by the local community members as future employers of graduates of a CTTC. Agreements between villages and tourism enterprises are often written down in a memorandum of understanding (MOU), a form of agreement without the binding aspects of a contract. Offering employment to CTTC graduates would be compliant with the MOU's in place between the 5 Ikona WMA villages and the tourism enterprises located within the Ikona WMA according to the consulted local community members.

The consulted community members didn't know details about the job availability in tourism industry but did state that jobs in the tourism industry available to local community members are often jobs that provide temporary employment.

The tourism enterprises of the Ikona WMA that were consulted do see themselves as future employers to graduates from a CTTC, but only if the quality standards of a CTTC can meet the tourism industry's requirements on level and quality of education.

Efforts to obtain copies of MOU's in place or other documents such as the contract between the Ikona WMA , the 5 Ikona WMA member villages and the tourism enterprises located on Ikona WMA land have been unsuccessful. Therefore it wasn't possible to verify certain claims, for example the one about the percentage of staff that is supposed to be of local origin. A percentage that is often mentioned by local community members is 75%. Assuming this claim by the community members is true, this percentage stands in sharp contrast to the observed 20% by Liya and Ally (2008).

7.2.2 Job qualifications at tourism enterprises located within the Ikona WMA

Job availability differs largely among the tourism enterprises within the Ikona WMA because the tourism enterprises differ a lot among themselves. For example, Singita Grumeti Reserve is such a large tourism enterprise that it has an entire employee compound next to the maintenance and repairs compound outside the Singita Grumeti game reserve, while Robanda Safari Lodge simply has a few small houses next to the kitchen for their staff. Figure 10 shows the visitors pass necessary to access the employee compound of Singita Grumeti Reserve.

Figure 10. Visitors pass employee compound Singita Grumeti Reserve.

According to the tourism enterprises located within the Ikona WMA a distinction can be made in the jobs available to local community members in the tourism industry based on the level of skill required to perform the available jobs. There are higher and lower skilled jobs available at the tourism enterprises located in the Ikona WMA. The so called higher skilled jobs include food processing/cooking, serving, front desk work, administration and management. Higher skilled jobs require training in knowledge, skills and attitude. Most people applying for the higher skilled jobs in the tourism industry have a college or university degree of a study relevant to the vacancy and/or have previous experience through on the job training. Graduates of a CTTC should be suitable to apply for a higher skilled job in the tourism industry according to the representatives of tourism enterprises located within the Ikona WMA.

Education aimed at providing suitable applicants for the higher skilled jobs at the tourism enterprises located within the Ikona WMA requires a minimum entry level of Form 4. Other tourism colleges located in the Serengeti District and Arusha also require a minimum entry level of Form 4.

'Having an entry level that requires Form 4 will not guarantee competent applicants due to the poor quality of the Tanzanian education system, many will still lack sufficient English language skills.'

There is also demand for lower skilled personnel, but the need of education for these jobs is low, the job security is low and there is already a large applicant pool to select from. Some of these lower skilled jobs are drivers, cleaners and housekeepers. Employment in the lower skilled jobs will only provide a full time job when there are guests and the amount of guests fluctuates during high and low season. Often people get hired for these lower skilled jobs prior to or during high season and are let go when low season starts. In addition some other lower skilled jobs, such as serving and housekeeping often have an age limit. Therefore one should consider if these positions under those regulations are desired by community members. Losing your job due to your age, regardless of your performance, will most likely cause friction between the local community members and the tourism enterprises of the Ikona WMA.

Other lower skilled jobs are security guard, member of an anti-poaching unit or game scout but the qualifications needed to perform these lower skilled jobs are not very promising for a CTTC graduate. Hardly any education is needed to perform the job of security guard, game scout or member of an anti-poaching unit. If some training is necessary, this is provided for through a short period of on the job training by the tourism enterprises. The performance of local employees at lower skilled jobs such as game scout or member of an anti-poaching unit can also be a problem. To elaborate, members of a local anti-poaching unit will personally know many of the offenders, which often affects their performance.

'Most local community members do complete secondary education Form 4 but are still lacking sufficient English language skills, even though secondary education in Tanzania is completely taught in English.'

Regardless of the certificate or the diploma job applicants might have, the applicant must be able to communicate in English properly, even some of the lower skilled jobs such as driver, cleaner and housekeeper require sufficient English language skills. Tourism enterprise representatives indicated that sufficient knowledge of the English language is a top priority.

Representatives of tourism enterprise parent companies and representatives of other tourism colleges provided some additional information on employment in the tourism industry. According to the representatives of parent companies and other tourism colleges, employment in the tourism industry regularly comes with low salary and bad working conditions. Female employees in the tourism industry are often subject of sexual harassment and/or sexual abuse.

'Women seeking jobs in the tourism industry are often asked to perform sexual favors in return for employment.'

7.3 Qualifications current local applicant pool

The local community members consulted stated that the education levels of community members are low but still claimed that most local community members have completed secondary education Form 4. Sufficient English language skills are often lacking. Between 20-50 people per village speak some English but most of them don't master the language well enough to be employed in the tourism industry. People that do get employed by tourism enterprises often land jobs of low skill, such as security guard, kitchen assistant or gardener. In general the local community members lack the skills for a higher skilled job such as cook, waiter, front desk operator, driver or manager.

Currently most local job applicants lack sufficient English skills. In addition, most graduates from already operating tourism colleges outside Arusha either lack practical training or theoretical knowledge. All the tourism enterprise representatives acknowledged this problem. Lesser known schooling facilities outside Arusha often only focus on one aspect, either theoretical knowledge or practical training. This results in graduates that often still require on the job training when they get employed by a tourism enterprise.

Most graduates from local communities that do possess the required skills and level of education to be employed by tourism enterprises located within the Ikona WMA do not return to the village after completing an education elsewhere. Most tourism colleges are located in one of the bigger cities and students often stay there after graduating to find a job. The current local applicant pool mainly consists of people who lack education in general, often manifested already at secondary education level. Local college graduates that do return to the village after completing a tourism related education often lack important skills, mainly English.

According to representatives of tourism enterprises located within the Ikona WMA local job applicants are also more prone to attitude problems, with a lack of commitment towards education and the job.

Village government representatives of the 5 Ikona WMA villages could hardly provide specific details regarding the current local applicant pool of the tourism industry, at least often not beyond general statements such as local community members lack education. Only village chairman of Robanda Mr. Entebbe provided a small list with details regarding the education of community members of Robanda. Table 9 shows the number of residents of Robanda that graduated in 2011 from an education beyond primary education. Robanda is considered to be the richest village of the 5 Ikona WMA villages, therefore the numbers from table 9 are likely not a fair representation of all of the 5 Ikona WMA villages. Table 9 shows that in 2011 only 11 students passed secondary education in Robanda and that 29 students obtained a vocational training certificate. This might give an indication of the reliance of local community members of the Ikona WMA on vocational training that requires a minimum entry level below Form 4 because more local community members graduated from vocational training than from secondary education Form 4, assuming that the number of enrollments at both secondary education and vocational training are roughly the same each year.

Table 9. Robanda residents with an education beyond primary education.

Level of education	Number of graduates
Degree (College)	13
Advanced diploma (University)	2
Diploma (University)	3
Certificate (vocational training)	29
Secondary education (Form 4 - 6)	11
Total	58
Total population Robanda	+/- 500
Total within age group 12-25 years	+/- 250
Percentage	23 %

According to representatives of the D.C. the livelihood of people living in rural areas of the Serengeti District depends for 80-90% on agriculture and livestock keeping. Other sources of income are small businesses and shops, accounting for another 10%. Statistically not much people from rural areas obtain their income from the tourism sector but any form of statistical data that further specifies the 0-10% gap is unavailable. Average income per capita per year in the Serengeti District is Tzs. 650.000/=. This equals around € 310,- per year. The survey was conducted by the Tanzanian National Bureau of Statistics in 2010.

No other statistical data was available at the D.C. office.

Ikona WMA management stated that local community members suffer from a lack of education on tourism and conservation therefore any form of education related to either tourism and/or conservation will be an improvement. Even simple workshops might be helpful, only such workshops will not issue valid certificates, leaving the attendants without any useful paperwork that could improve their position when applying for a job in the tourism sector.

'At least half of the local community members in the Mara Region have never seen a lion or elephant and are largely unaware of their environment, the natural resources within that environment and the conservation efforts undertaken to preserve the natural resources of the Mara Region.'

7.4 CTTC curriculum and educational requirements

7.4.1 CTTC curriculum and educational requirements; perception of the target group

According to the consulted community members of the 5 Ikona WMA villages a CTTC should focus on the lower skilled jobs in the tourism industry and offer full education and not just short courses. A focus on the higher level jobs in the tourism industry will cause the entry level to start an education at a CTTC to be too high for most community members from the 5 Ikona WMA villages, resulting in an exclusion of most of the target group.

Interviewees of the 5 Ikona WMA villages stated that the classes offered at the college should be both practical and theoretical to ensure a complete educational package and should focus on English, cooking, cleaning, driving, security, housekeeping and front desk work. The mentioning of cook, driver and front desk worker among the lower skilled jobs in the tourism industry indicates that the local community members are not fully aware of which jobs are considered to be higher and lower skilled by the tourism industry. Educational courses should be job specific, to avoid having mandatory classes on too many subjects. This way the student can dedicate all his or her time to master the skills needed for one job in specific. Due to the lack of English language skills among community members of the 5 Ikona WMA villages, a CTTC should have a mandatory 3 months English course before allowing students to apply for any of the tourism related courses offered at a CTTC. The educational courses should be taught in English and every course should have English language classes as well.

'If the entry level of a CTTC proves to be too high for a significant amount of the target group, summer courses should be available to community members of the 5 Ikona WMA villages to bridge the educational gap between the level of pre training of local community members and the minimum entry

Some local community members advocate to include courses on more sectors than tourism alone, such as welding, mechanics and electricity because some of the local community members believe the tourism niche is too small or do not favor a job in the tourism industry. Educational courses in mechanics and electricity were mentioned as possibilities with high interest from the village governments and community members of the 5 Ikona WMA villages.

The level of education offered at a CTTC should correspond with vocational training but the entry level of a CTTC should be below secondary education Form 4. A CTTC should differ from other tourism colleges by offering practical training next to theoretical education, most other colleges only provide one of the two, resulting in an insufficient skill set.

7.4.2 CTTC curriculum and educational requirements; perception of tourism enterprises

According to the representatives of the tourism enterprises located within the Ikona WMA a CTTC should aim to provide graduates suitable for the higher skilled jobs in the tourism industry. A CTTC should be a boarding school that offers full education with complementary English courses. The addition of German, French and Spanish language classes would be added value. The CTTC should offer both theoretical and practical training to ensure a complete educational package. The educational courses offered at a CTTC should cover tourism and management in general, hospitality, food processing, conservation and wildlife management.

In response to the sexual harassment problems that occur in the tourism industry, female students should receive some form of tenability training. As long as the quality of education offered at a CTTC can be secured, starting off with offering vocational training at a CTTC will suffice, resulting in a minimum entry level of secondary education Form 4. Eventually the level of the educational courses offered at a CTTC should move from vocational training to college diploma and college advanced diploma.

A CTTC will have to be accredited to be able to issue valid certificates or diplomas and a CTTC that offers vocational training will have to be accredited by VETA. Supposedly there is a set of guidelines and a national curriculum that are mandatory for VETA accreditation. But VETA could not provide these guidelines and the national curriculum because the guidelines and the national curriculum are still under development. According to tourism enterprise representatives VETA is overextended and therefore not fully capable of providing the services VETA is supposed to provide.

'Tourism enterprise union TATO might be in a position to assist in obtaining professional teachers or to act as consultant on education offered at a CTTC because TATO has been involved in training staff members of tourism enterprises in the past.'

Differences with existing tourism colleges should be related to the quality of education offered, possibly including some kind of cooperation with the tourism sector in regard to internships and practical training. If securing the needed educational quality presents problems, maybe the efforts to improve the employment of local community members in the tourism industry should be geared towards improving the quality of education offered at existing tourism colleges instead of starting a CTTC.

 It was emphasized by the representatives of the tourism enterprises located in the Ikona WMA that a CTTC will only stand a chance to compete with existing colleges from Arusha and other places if it starts small. A course at a CTTC should focus on one branch or job and aim for the highest quality of education possible and a CTTC should have professional teachers at its disposal. If a CTTC starts small, aims for the highest quality of education possible and has professional teachers at its disposal, a CTTC can secure a good reputation. After the CTTC has secured a good reputation it will be much easier to attract students and teachers, adding to the reputation of the CTTC and expansion of educational courses offered at the CTTC might become a possibility in the future.

The procurement of professional teachers by a CTTC is expected to be a problem by the tourism enterprises. Tanzania suffers from a severe lack of professional teachers in general, therefore education in the tourism sector is likely to suffer from the same problem. Representatives of other tourism colleges acknowledged the problem of limited availability of professional teachers.

7.4.3 Identified consequences of both perceptions

A CTTC with a curriculum and educational requirements that would suit the needs of the community members will result in a CTTC that delivers graduates below the level of education needed by the tourism industry and will result in a CTTC that targets jobs in the tourism industry that require very little education. Additionally a CTTC accommodated to the needs of

the community members will likely result in a CTTC that offers basic skill training for various jobs and not just offer education necessary for a job in the tourism industry.

A CTTC accommodated to the needs and expectations of the tourism enterprises will result in a CTTC that delivers graduates suitable for the tourism job market and results in a CTTC that offers the necessary educational quality. But by doing so the entry level of a CTTC will be raised to a level that will exclude a significant amount of the target group, being the community members. In response to the consequence of excluding of a significant amount of the target group it was proposed by the tourism industry to set up an additional training program, aimed at bridging the educational gap between the minimum entry level of a CTTC and the educational qualifications the community members have.

It was indicated by several stakeholders that an additional training program aimed at bridging the educational gap between the minimum entry level of a CTTC and the educational qualifications of the community members will likely focus on improving English language skills, but the exact content of such an additional training program will need further looking into.

7.5 Physical details and management and ownership of a CTTC

7.5.1 Size of a CTTC

The consulted community members claim that tourism college SETCO is too small, which educates around 75 students per year. The claim by local community members that SETCO is too small might also relate to SETCO's reputation. Status and reputation of a college seem important. Community members as well as tourism enterprise- and village government representatives mentioned that people select colleges based on the reputation of the college. As a result only colleges with a good reputation are large because these colleges attract a large amount of students.

> Interestingly none of the stakeholders consulted mentioned to adjust the size of a CTTC to the number of available jobs in the tourism industry or the size of the target group. An indication on the size of the target group could not be given.

As mentioned under chapter 7.4 CTTC curriculum and educational requirements, paragraph 7.4.2 Perception on CTTC curriculum and educational requirements of tourism enterprises, if a CTTC is being realized the tourism industry representatives state that it should start small. A CTTC should be a small scale college that offers courses that focus on one branch and provides around 75 graduates each year. High quality of education should be ensured by obtaining professional teachers and the necessary accreditation. At a small scale college it will be easier to ensure high quality education, assuming the institute will have access to sufficient funds, because a small college needs less organization, less professional teachers and it will be easier to keep an overview. As soon as the CTTC gains in reputation and an excess of students start to apply, a size increment in regard to the number of students the CTTC can accommodate and an educational expansion can be considered.

If a CTTC will offer additional courses related to mechanics and electricity, the number of students a CTTC can accommodate could be increased according to village government representatives. An exact number of students that a CTTC should accommodate could not be given by village government representatives.

If a CTTC is going to be merged with the D.C. plan to construct a tourism training college in Mugumu, the tourism training college will accommodate 300 students per year and will target students from the whole Serengeti District, not just the Ikona WMA and surrounding villages.

The size of a CTTC is not relevant to obtaining the necessary VETA accreditation. VETA schools do not require the accommodation of a minimum amount of students to obtain accreditation.

7.5.2 Suitable location of a CTTC

Regarding the location of a CTTC there are two options. One option is to locate a CTTC within the Ikona WMA and the second option is to locate a CTTC in a more central location such as Mugumu or Musoma. Identified advantages and disadvantages of both locations are listed in table 10. For a full explanation on the identified advantages and disadvantages of both locations, see annex J. Fully documented interviews. Some identified advantages and disadvantages will be discussed in the following chapter, chapter 7.6 Sustainability and social

acceptability of a CTTC, because of linkage between the location of a CTTC and the sustainability and social acceptability of a CTTC.

Table 10. Identified advantages and disadvantages of two CTTC locations.

Ikona WMA	Advantages	Disadvantages
1	Close proximity to tourism enterprises located within the Ikona WMA.	Will result in selecting 1 of the 5 Ikona WMA villages as location, resulting in social problems between the 5 Ikona WMA villages.
2	Good accessibility by local community members of the 5 Ikona WMA villages in relation to proximity.	A rural location such as the Ikona WMA will complicate the procurement of professional teachers.
3		A rural location such as the Ikona WMA will not be attractive to potential students from other regions.
4		Will result in an ecological footprint because of an increase in human activity in close proximity to the Serengeti National Park and game reserves.
5		Will affect the economic sustainability of a CTTC because of diminished capacity to compete with other tourism colleges.
Central location (Mugumu, Musoma)	**Advantages**	**Disadvantages**
1	Necessary good infrastructure present.	Less accessible to local community members from the 5 Ikona WMA villages in relation to proximity.
2	More attractive to future teachers of a CTTC.	Diminished accessibility to tourism enterprises located within the Ikona WMA in relation to proximity.
3	Will avoid social problems between the 5 Ikona WMA villages	Possible involvement of the D.C. which might slow the establishment process of a CTTC down.
4	More attractive to potential future students from other regions	
5	Improves the capacity of a CTTC to compete with other tourism colleges compared to locating a CTTC within the Ikona WMA.	

Table 10 shows that a more central location such as Mugumu or Musoma would be the better choice of locating a CTTC, because the advantages of locating a CTTC in a place like Mugumu outweigh the disadvantages compared to locating a CTTC within the Ikona WMA.

In short, the disadvantages that a central location such as Mugumu or Musoma has regarding the location of a CTTC are relevant but not critical. The disadvantages of locating a CTTC within the Ikona WMA on the other hand, present critical problems in regard to the economic sustainability of a CTTC.

Despite the identified advantages of Mugumu or Musoma as the location of a CTTC over that of locating a CTTC within the Ikona WMA, local community members and village government representatives of the 5 Ikona WMA villages still claim that the best location of a CTTC is their village. It seems that "having" a CTTC located within their village is considered to be more important to community members than having a CTTC located on what is perceived to be the best location.

The representatives of tourism enterprises located within the Ikona WMA, SENAPA, several NGO's and other tourism colleges agreed that a central location such as Mugumu or Musoma would be the best choice of locating a CTTC.

7.5.3 Management and ownership of a CTTC

Despite the preference of local community members and their representatives in the VG to have their village granted ownership of the CTTC, there seems to be an agreement that some form of shared ownership and management is probably the best option because all stakeholders fear that one stakeholder(group) will become too influential. Which stakeholders should be partner regarding ownership and management remains unclear but it is likely that the Ikona WMA can be ruled out as long as the current management issues are not resolved.

A CTTC owned and managed by the government would allow for lower school fees but would likely encounter problems in regard to securing the necessary quality of education. Government school often provide lower standards of education compared to private schools.

A CTTC that is privately owned and managed is more likely to be able to provide higher quality education but will likely result in school fees unaffordable by local community members.

Merging the CTTC with the D.C. plan to construct a tourism training college in Mugumu might be a solution to securing the necessary quality of education in combination with affordable school fees, but the D.C. plan is financially fully dependant on SGR and no indication is given on when and if the D.C. plan to construct a tourism college in Mugumu is going to happen.

The only option that remains is a private-public-partnership (PPP) which would allow for shared ownership and shared management, does not necessarily affect the quality of education offered at a CTTC and does not necessarily result in high school fees. But further exploration of a PPP structure will be necessary to determine the exact details and consequences. None of the consulted stakeholders could give an indication which stakeholders or which stakeholder groups should be the partners of a PPP nor could any of the consulted stakeholders share what the exact consequences are of a PPP structured form of management and ownership.

Because the experience of tourism enterprises is that private school graduates have received better quality education compared to graduates from government schools, the tourism enterprise representatives would prefer the CTTC to be a private school. Who exactly should

own it and what the management structure should be like could not be specified by the representatives of the tourism industry.

7.6 Sustainability and social acceptability of a CTTC

Depending on its location, a CTTC might have an impact on social relations between the 5 Ikona WMA villages. Every single village of the 5 Ikona WMA villages wants a CTTC to be located on their land. Community members and village governments see securing their land as the location of a CTTC as an achievement and a priority, even when their location of choice might affect the functioning of a CTTC. If a CTTC is located within the Ikona WMA, it will have be established on land of 1 of the 5 Ikona WMA villages resulting in social problems between the 5 Ikona WMA villages. Choosing a central location outside the Ikona WMA might improve the social acceptability of a CTTC.

> The interviews pointed out that local community members and village government representatives of the 5 Ikona WMA villages do not trust the central government or representatives of Mugumu, but in reality the local community members and the village governments of the 5 Ikona WMA villages don't trust each other either.

Economic sustainability will likely not be a problem as long as educational quality offered at a CTTC can be secured. Educational quality depends on the financial resources available to a CTTC and the procurement of professional teachers. The procurement of professional teachers is linked to the location of a CTTC. A rural location such as the Ikona WMA is unattractive to teachers and therefore diminishes the chances of a CTTC procuring the necessary teachers. A CTTC that is lacking professional teachers will not be able to provide the necessary educational quality. If the necessary educational quality of a CTTC can't be secured, the economic sustainability of a CTTC will become a problem because the CTTC will suffer from a bad reputation and a subsequent lack of student enrollments. A good reputation will be necessary for a CTTC because the local applicant pool from just 5 villages will be too small to sustain a continuous flow of students and graduates. If a CTTC suffers from a lack of student enrollments, not enough income is generated and a CTTC will no longer be economically sustainable. In other words, a CTTC will run at a financial loss if the educational quality offered at a CTTC is insufficient. The ability to provide sufficient educational quality is linked to where a CTTC is located.

The economic sustainability of a CTTC is also linked to the school fees a CTTC charges. Offering the highest quality of education possible at a CTTC will come with a price. Local community members indicated that school fees exceeding Tzs. 700.000/= per year are not considered affordable. Other tourism colleges aimed at providing the highest quality possible charge school fees between Tzs. 1.500.000/= and Tzs. 1.700.000/= per year. Tzs. 700.000/= is the equivalent of around € 350,-. These numbers will present a significant problem towards the accessibility of a CTTC to local community members of the 5 Ikona WMA villages, because it is likely that the required educational quality offered at a CTTC will result in school fees unaffordable by local community members of the 5 Ikona WMA villages.

Whether or not a CTTC is environmentally sustainable will depend for the larger part on where a CTTC is located. If a CTTC that offers full board, high quality tourism education is located within the Ikona WMA, a CTTC will have a negative impact on its natural environment. A CTTC located within the Ikona WMA will cause increase in human activity and human traffic and dormitories will cause a (temporary) population increase that will increase the pressure on the agricultural production. An increase in human activity, human traffic and an increased pressure on agricultural production will hardly be of any significance if a CTTC is located within a urban area, such as Mugumu or Musoma.

8. Conclusion

A successful CTTC depends on whether or not the CTTC provides a feasible solution to the identified lack of local employment in the tourism industry in the Mara Region. The results of this study lead to the conclusion that the establishment of a CTTC does not qualify as a feasible solution to the indentified lack of local employment in the tourism industry in the Mara Region as long as:

- A CTTC lacks the support of one of the primary stakeholders, being the tourism enterprises located in the Mara Region;
- The educational gap between the current local applicant pool and the desired local applicant pool remains too large to be bridged by a CTTC;
- No professional support is found on curriculum development and accreditation of a CTTC;
- No sufficient funds to establish and operate a CTTC are secured.

The results of this study show that the tourism enterprises operating within the Ikona WMA , are not supportive towards the establishment of a CTTC and representatives of these tourism enterprises base their opinion on previous experience with and consequences of employing local community members, the size of the educational gap between the current local applicant pool and the desired local applicant pool and the poor quality of primary and secondary education in Tanzania. Especially previous experience and consequences of employing local community members seem to deter tourism enterprises to support the establishment of a CTTC. If the position of the tourism enterprises towards the establishment of a CTTC remains unchanged, it is likely that an education at a CTTC does not sufficiently improve the position of local community members when applying for a job in the tourism sector.

The level of education corresponding with the needs and expectations of the tourism enterprises located within the Ikona WMA requires a minimum entry level of secondary education Form 4 at a CTTC. A minimum entry level of secondary education Form 4 would exclude a significant part of the local community members because the local community members are often struggling to complete secondary education Form 4. The educational gap between the current local applicant pool and the desired local applicant pool applicants suitable for the higher skilled jobs in the tourism industry proves to be too large to be bridged by a CTTC. It was proposed by the tourism enterprises to set up an additional training program, aimed at bridging the educational gap between the minimum entry level of a CTTC and the educational qualifications the community members have but whether or not this is a feasible option needs further study. It should be noted that if offering an additional training program to local community members to improve the educational qualifications of the local community members should present no significant difficulties, then why are the educational qualifications of local community members currently too low?

The results show that an indication can be given by the stakeholders on the level of education, type courses and a range of classes a CTTC should offer but no conclusive information was found on who or which institution can develop such a curriculum and what the exact requirements are of a curriculum suitable to obtain necessary accreditation. Proceeding

without conclusive information on a suitable curriculum imposes a significant risk for a CTTC to provide in the needs and expectations of the tourism enterprises.

No conclusive information could be found on the financial resources available to the establishment of a CTTC. The results show that sufficient financial resources to establish and operate a CTTC are vital to the success of a CTTC. Insufficient financial resources available to a CTTC will affect the ability of a CTTC to provide the necessary quality of education. A CTTC failing to provide the necessary quality of education will result in failing to provide in the needs and expectations of the tourism enterprises and will affect the economic sustainability of a CTTC. Proceeding without conclusive information on the financial resources available to the establishment of a CTTC imposes a significant risk to the establishment and functioning of a CTTC.

9. Recommendations

In order to explore aspects and details that have not been studied during this research it is recommended that a number of aspects are further looked into. In addition it is recommended that the identified problems affecting the feasibility of the CTTC are inspected with more scrutiny. Further research might reveal options to work around the identified problems or options that mitigate the negative effects these problems have on the feasibility of the CTTC. It is recommended that:

- Possible options to gain the support of one of the primary stakeholder groups, the tourism enterprises located in the Mara Region, are further explored. As described under chapter 7. Discussion the support of the tourism enterprises towards the establishment of the CTTC might be subject to change depending on the prospects of the CTTC;
- The proposed idea of starting an educational program to bridge the educational gap between the current local applicant pool and the envisioned minimum entry level of the CTTC will be examined to determine the feasibility of such a program;
- The possibilities regarding a PPP are further explored to determine the feasibility of such a form of management and ownership of the CTTC;
- A third party with relevant knowledge and expertise is contacted to aid in the development of a suitable curriculum for the CTTC and to aid in securing the necessary accreditation;
- A study is conducted to map the financial resources available to establish a CTTC;
- The feasibility of the proposition of some stakeholders to offer education and training related to other work fields than the tourism industry at the CTTC will be examined.

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E. Mgongo, District Planning Officer (DPO), District Council Serengeti District, Mugumu, 21-01-2013.

E. Mussa, Location manager Ikoma Tented Camp, Robanda, 25-01-2013.

E.N. Maturo, Cultural tourism development officer Tanzania Tourism Board (TTB), Arusha, 15-02-2013.

F. Cerry, Location manager Mapito Tented Camp, Robanda, 25-01-2013.

F. Hakika, Principal VETA Hotel and Tourism Training Institute, Arusha, 14-02-2013.

F. Manongi, Acting principal MWEKA, Arusha, 14-02-2013.

G. Labora, Head of Community Outreach Program (COP) department SENAPA, Ikoma Ward, 06-02-2013.

G. Mwanjela, Head of programs Tanzania National Resources Forum (TNRF), Arusha, 15-02-2013.

H. Machandi, Village Executive Officer (VEO) Nata Mbiso, Nata Mbiso, 05-02-2013.

J. Lemoyan, Technical advisor SNV Lake Zone, Mwanza, 30-11-2012.

J. Matwiga, Village Executive Officer (VEO) Makundusi, Makundusi, 31-01-2013.

J. Mwamakulah, Human resources manager Serena Hotels, Arusha, 13-02-2013.

K. Kangwe, General manager Thomson Safari, Arusha, 13-02-2013.

K. Remen, Project officer Tanzania Association of Tour Operators (TATO), Arusha, 15-02-2013.

M. Ghendeja, Head of general education and assisting principal, Arusha, 14-02-2013.

M. Manyaki, Village Government chairman Nyichoka, Nyichoka, 29-01-2013.

M. Zonzo, District Administration Secretary (DAS), District Council Serengeti District, Mugumu, 21-01-2013.

M.M. Nguhecha, Village Executive Officer (VEO) Park Nyigoti, Park Nyigoti, 06-02-2013.

Mr. Andrew, Location manager Robanda Safari Lodge, Robanda, 24-01-2013.

Mr. Entebbe, Village Government chairman Robanda, Robanda, 23-01-2013.

Mr. Kenneth, Location manager Simba Safari Lodge, Robanda, 25-01-2013.

Mr. Makatcha, General manager Ikona WMA , Mugumu, 22-01-2013.

Mr. Makinda, Sales & Marketing manager Mbugani Camps, Arusha, 13-02-2013.

Mr. Matwiga, Village Executive Officer (VEO) Makundusi, Makundusi, 31-01-2013.

Ms. Sharon, Operations manager Thomson Safari, Arusha, 18-2-2013.

P.P. Sarungi, Teacher Tropical Institute, Arusha, 14-02-2013.

R. Ndaskoi, COP manager Singita Grumeti Reserve Community Outreach Program, Makundusi, 05-02-2013.

R. van Klinken, Portfolio director SNV Lake Zone, Mwanza, 10-12-2012.

S. van Bracht, Group manager Moivaro Coffee Lodge Company Tanzania, Robanda, 25-01-2013.

S.P. Marwa, General manager Serengeti Tourism College (SETCO), Mugumu, 22-01-2013

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Annexes

Tourism education as a local pro-poor initiative?

Feasibility study of the establishment of a community tourism training college in the Mara Region, Tanzania

A. Scope and appropriate stakeholders

A. It needs to be supported by the stakeholders.	Relevant stakeholders.
Who are the stakeholders to this project idea?	Team.
To what stakeholder group do they belong to, primary or secondary?	Team.
What is their interest/stake?	Team + all stakeholders.
Is there willingness to support this project idea?	All stakeholders.
If so, what can their input consist of?	All stakeholders.
What is their capacity regarding support of this project idea? (financial capacity)	Villagers, village governments, IKONA WMA , SENAPA, DC, NGO's.
What is their capacity regarding support of this project idea? (contribution of labor)	Villagers, village governments, IKONA WMA , SENAPA, DC.
What is their capacity regarding support of this project idea? (land acquisition)	Village governments, IKONA WMA , DC.
What is their capacity regarding support of this project idea? (technical capacity)	Village governments, IKONA WMA , SENAPA, DC.
B. Goals and objectives.	
Who are the potential future employers?	Villagers, tourism enterprises, tourism colleges.
What is the job availability?	Villagers, tourism enterprises, NGO's,
What kind of jobs are these?	Tourism enterprises.

What level of education is needed for these jobs?	Tourism enterprises, SENAPA, tourism colleges, VETA.
What level of education is needed to start an education?	Tourism enterprises, tourism colleges, VETA.
What are the characteristics of an ideal applicant pool?	Tourism enterprises, SENAPA.
What are the characteristics of the available applicant pool?	Villagers, village governments, tourism enterprises, SENAPA, IKONA WMA , DC (current education levels).
What should be the size of the CTTC?	Villagers, village governments, DC, tourism enterprises, tourism colleges, VETA.
What should be the location of the CTTC?	All stakeholders.
What type of school should the CTTC be? (short courses, full education, boarding school)	Villagers, tourism enterprises, tourism colleges, VETA, DC, IKONA WMA .
What type of classes should be offered at the CTTC? (theoretical, practical, combination)	Villagers, tourism enterprises, tourism colleges, VETA, IKONA WMA , SENAPA.
What should be different from the existing tourism colleges?	Villagers, tourism enterprises, IKONA WMA , tourism colleges, VETA.
What are the experiences of other tourism colleges in regard to financial structures, staff, management, curriculum development, land acquisition, physical construction, understanding wider market of tourism education (niche)?	Tourism colleges, VETA.
What accreditation is needed?	Villagers, VETA, DC, tourism colleges, tourism enterprises.
Which standards need to be met to obtain such accreditation?	VETA, DC, tourism colleges.

C. Management and ownership.	
1. Economic feasibility.	
What resources are needed by the college?	Tourism colleges, village governments, DC, VETA.
What resources are available and in what form?	Villagers, village governments, tourism enterprises, SENAPA, DC, NGO's, VETA.
What are acceptable school fees?	Villagers [only with solid info], village governments, tourism colleges, DC.
What are the opportunities of funding by different stakeholders?	Village government, tourism enterprises, SENAPA, IKONA WMA , NGO's.
2. Sustainability and social acceptability.	
Can the CTTC operate independent after establishment?	All stakeholders, except VETA
Will the CTTC have a negative impact on its natural or social environment?	All stakeholders, except VETA
3. Management.	
Who should have ownership of the CTTC?	Villagers, village governments, tourism colleges, Wards, DC, IKONA WMA , SENAPA
What kind of teachers will be teaching at the CTTC?	Tourism enterprises, tourism colleges, VETA.
Are these teachers available?	Tourism enterprises, tourism colleges, IKONA WMA , SENAPA, VETA.

B. Project plan

Project plan thesis assignment, major Tropical Forestry　　　　　　　　**27-8-2012**

Major coordinator: Jaap de Vletter
Student: Wiljo van Eerden, 4TF
Host: SNV Lake Zone Portfolio, IBDI, Tanzania
VHL internal coach: Jaap de Vletter
External coach: Rinus van Klinken, SNV

<u>Subject:</u>
Feasibility study on the establishment of a Tourism Training College in the Mara Region, Tanzania.

<u>Frame and motive thesis subject:</u>
Global and regional:
Poverty is of course horrendous to the people who are dealing with it in their day to day life and should be combated just for that reason alone. But poverty is often also a large contributor to deforestation, land degradation and/or depletion of natural resources[1]. Therefore poverty alleviation is one of the topics addressed in the major Tropical Forestry and it plays a significant role in the possibilities and impossibilities regarding the management of natural resources worldwide.

National:
Large quantities of the inhabitants of local communities in the Mara Region, Tanzania can be characterized as poor and are mostly depending on subsistence farming, livestock herding or hiring themselves out as (day)laborers. But the Mara Region itself holds great potential regarding tourism and nature and wildlife with national parks and private reserves present. Some examples of natural resources in the area that attract large amounts of tourists are Mount Kilimanjaro in the Kilimanjaro District, the Serengeti plains in the Serengeti District and Ngorongoro crater in the Arusha District on the east of the Mara region and Lake Victoria on the west of the Mara Region. Last year over 350.000 tourists visited the Serengeti National Park and its surrounding areas[2].

Poverty alleviation and identifying opportunities for the poor are some of the main goals of SNV Lake Zone Portfolio. The tourism industry present in the region presents opportunities and SNV tries to make this market more accessible for local communities by pro-poor initiatives. One of these initiatives is exploring the possibilities regarding the establishment of a wildlife and tourism training college in the Mara Region. SNV Lake

Zone Portfolio is keen to know if the establishment of a wildlife and tourism training college is feasible, considering that there are more than 38 tourist lodges and campsites in and out the Serengeti National Park and the Mara Region. Lodges and campsites within the SNP alone attract at least 10.000 tourists on a yearly basis[2] [3]. A training facility could improve the chances of local communities benefitting from tourism in that area by increasing their level of education and training and their ability to identify opportunities. Such initiatives are often categorized as pro-poor tourism interventions and can be very effective if they address the identified problem correctly. The fact that it is a useful, interesting, feasible and to the point research that addresses poverty alleviation makes the proposed assignment by SNV a very interesting and suitable thesis assignment.

Problem description and analysis:

Problem description:

Local communities in the Mara region do not benefit much from the Serengeti National Park, private game reserves and the tourism industry that is linked to the Serengeti National Park en game reserves. A recent study[2] has shown willingness by the tourism industry to engage local communities in their ventures but there is a setback. Apparently there is a lack of training institutes and subsequent a shortage of qualified personnel in the region. In short, the opportunity for local communities to benefit more from tourism is hampered by an identified[1] lack of training and education, making them less suitable to be employed by the tourism industry. SNV Lake Zone Portfolio is now exploring the possibility of countering this problem by supporting communities along the wildlife area by establishing a wildlife and tourism training college, but is uncertain if such an establishment is a feasible answer to the identified problem, being a lack of training institutes and the subsequent shortage of qualified personnel from that region.

Problem analysis:

Would establishing a wildlife and tourism training college be an effective way to tackle the problem and if so, what is needed to set up a successful training college? This depends on knowledge on the following:

- Who are the stakeholders involved? (villagers themselves, national parks, private game reserves, NGO / CBO, LCB, other existing schools elsewhere, government, department of education, etc.)
- Definition of stake; Current status and role.
- Expectations; needs of target group (employment opportunities, field exercises, practical traineeships), contribution by guest lecturers? and from which field?
- Definition of goals and objectives of training college; type of education, level of trainees in/out.

- Type of courses (curriculum); competences to be achieved (for example development of business skills or competences in the field of guiding, wildlife tourism, park protection etc.)
- Duration of the courses.
- Institutional / organizational – sustainability – policy - legal -recognized officially
- Financial –who pays establishment, who pays running the school – expected income (school fees? Sell short courses? Workshops? To whom?)
- Administration – management – staff recruitment, external experts selection, curriculum development, curriculum execution.
- Optimum location – distance to target groups, accessibility, communication facilities, equipment needed.
- Identification of risks and opportunities; bottleneck, workable strategy to reduce risks.
- [Is the problem (part of) an institutional problem? If so, it will most likely influence the effect of a wildlife and tourism training college beyond the reach of SNV and other involved parties and stakeholders.]

Research question and sub-questions:

Main research question:

1. Does the establishment of a tourism training college qualify as a feasible project idea?

Sub-questions:

1. What are the needs and expectations of the target group?
2. What should be the goals and objectives of the training college?
3. What services should the training college provide?
4. Which factors affect the establishment of the training college?
5. Which factors affect the functioning of the training college?
6. To what extend are the needed circumstances for a training college present?
7. What will be a risk to the success of the training college and how can these risks be eliminated or mitigated?

<u>Methodology and project approach:</u>

Objectives

a) Main objective
The main goal of this research is to find out if the establishment of a Wildlife and Tourism Training College in the Mara Region in Tanzania is feasible. This research is designed to find out to what extend the current situation will support the implementation of the project idea and to what extend the predetermined goals and objectives of the training college can be achieved.

b) Sub objectives
   1) To identify the needs, expectations and limitations of the target group and other stakeholders.
   2) To identify the goals and objectives of the training college.
   3) To identify factors that will affect the establishment of the Wildlife and Tourism Training College and gauge their impact.
   4) To identify factors that will affect the functioning of the Wildlife and Tourism Training College and gauge their impact.
   5) To identify solutions to eliminate or mitigate the effects of limiting factors.
   6) To bring more clarity in and understanding of the complex problem of a lack of community involvement in the regional tourist industry.

Methodology

This research will be partly a descriptive research and partly a relational study. It will describe the needs, opportunities, limitations and expectations of the stakeholders and the project idea but it will also ascertain the impact of these variables on the feasibility of the project idea. The research will be structured in 4 parts, as described on page 5, 6, 7 and 8 and the data will be gathered through desk study and interviews. Data gathered in this research will mainly be qualitative data. The section "financial" will of course result in quantitative data if such information is available.

A literature study will be conducted to familiarize myself with details about the area, the problem, the stakeholders and similar initiatives to avoid known pitfalls.

- A sample of the target group and other stakeholders will be selected.
- A represent able research area will be selected.

- The data regarding the feasibility of the project idea will be gathered through interviews with the identified target group sample and other stakeholder samples, method described on page 5, 6, 7 and 8.
- Baseline information (current situation) will be gathered through studying previous conducted research and interviews.
- Policy papers, legislation and other relevant documents will also be studied to ascertain legal opportunities and limitations.
- Qualitative data will be analyzed, organized and described in the report.
- Quantitative data, if available, will be statistically analyzed using Microsoft Excel, the results will be described in the report.
- Geographic information will be displayed clearly in the report by using ArcGis 10 and Google Maps.
- The report itself will be organized based on the research sequence and standard protocol. The chapters and paragraphs will be primarily organized based on the subject and secondary on the stakeholder.

1. **Baseline information study of target group and stakeholder identification (What do we have)**
   - Current situation villagers (target group):
     - Desk study previous related research
     - Interviews
       - Basic information – age, job, income etc.
       - Stake identification
       - Role
       - Level of education
   - Current situation tourism industry:
     - Desk study previous related research
     - Desk study internal reports
     - Interviews
       - Stake identification
       - Role
       - Employment
       - Resources
       - Suppliers
       - Funds and finances
       - Community Outreach Programs

- Current situation village governments:
    - Desk study previous related research
    - Desk study internal reports
    - Interviews
        - Stake identification
        - Role
        - Funds and finances
- Wildlife Management Authority:
    - Desk study
    - Interviews
        - Stake identification
        - Role
        - Funds and finances
- Current situation Ministry of Education:
    - Desk study related policy and legislation

- Current situation other school/training institutes:
    - Interviews
        - Stake identification
        - Funds and finances
        - Management
- Current situation NGO's/LCB's:
    - Desk study previous related research
    - Stake identification
    - Role
    - Funds and finances

2. **Exploring needs and expectations of stakeholders (what should the college consist of)**
   - Villagers:
     - o Interviews
       - Needs
       - Expectations
       - Defining goals and objectives of training college
       - Participation
       - Input training college
       - Output training college
       - Curriculum
       - Management
       - Funds and finances
   - Tourism industry:
     - o Interviews
       - Job opportunities/vacancies
       - Participation
       - Funds and finances
       - Goals and opportunities of training college
       - Management
       - Input training college
       - Output training college
       - Curriculum
   - Village governments
     - o Interviews
       - Participation
       - Funds and finances (financial support e.a. usage of revenues paid by tourism industry, hunting block fees, bed fees, land occupancy fees etc)
       - Management
       - Input training college

- Output training college
- Curriculum
- Wildlife Management Authority
  - Interviews
    - Participation
    - Sponsoring/financial support
    - Management
    - Goals and objectives of training college
    - Input training college
    - Output training college
    - Curriculum
- Ministry of Education
  - Interviews
    - Participation
    - Financial support
    - Management
    - Curriculum
    - Accreditation
- Other school and training institutes
  - Interviews
    - Participation
    - Management
    - Input training college
    - Output training college
    - Curriculum
- NGO's/LCB's
  - Interviews
    - Support
    - Participation

- - Management
  - Input training college
  - Output training college
  - Curriculum

3. **Limitations and regulations**
   - Villagers
     - Time limitations
     - Educational limitations
     - Financial limitations
     - Logistical limitations
   - Tourism industry
     - Participation limitations
     - Financial limitations
     - Logistical limitations
     - Employment limitations
   - Village governments
     - Participation limitations
     - Financial limitations
   - Wildlife Management Authority
     - Participation limitations
     - Financial limitations
   - Ministry of Education
     - Legislation
     - Accreditation
   - NGO's/LCB's
     - Participation limitations
     - Financial limitations

4. **Data analysis**
   - Establishment
     - What is desired/needed
     - What is currently possible
     - Feasible opportunities
     - Threats and obstacles
   - Management
     - What is desired/needed
     - What is currently possible
     - Feasible opportunities
     - Threats and obstacles
   - Curriculum
     - What is desired/needed
     - What is currently possible
     - Feasible opportunities
     - Threats and obstacles
   - Funds and finances
     - What is desired/needed
     - What is currently possible
     - Feasible opportunities
     - Threats and obstacles
   - Sustainability
     - What is desired/needed
     - What is currently possible
     - Feasible opportunities
     - Threats and obstacles
   - Location
     - What is desired/needed
     - What is currently possible

- o Feasible opportunities
- o Threats and obstacles

Villages involved:

Wards:	Villages:
Natta	Natta Mbiso
	Makundusi
	Motukeri
	Kono
Ikoma	Robanda
	Park Nyigoti
Kyambahi	Kyambahi
	Burunga
	Nyichoka

Products envisaged:

A report on the feasibility of the project idea of establishing a Wildlife and Tourism Training College in the Mara Region in Tanzania that counters the identified problem of a lack of training institutes for local communities and the subsequent shortage of qualified personnel from that region.

Project organization

- Commissioned by SNV Lake Zone
- Executed by IBDI
- Description participants:
  Representative Serengeti Tourism Council
  Former representative Grumeti Environmental College (GEC)
  Ayoub Laizer – translator/researcher
  Celeste Alexander - advisor/researcher
  Wiljo van Eerden – researcher/student intern Van Hall Larenstein

- Coaching:
  Hasan J. Ally – advisor

- Internal and external consultations:
  Rinus van Klinken – external supervisor
  Jaap de Vletter – internal supervisor

- Responsibilities:

Hasan J. Ally	Organizing necessary details for IBDI to take on the project of exploring the feasibility of a tourism training college. Composing the research team. Securing sufficient financial resources to execute the project. Communicating and planning appointments with relevant stakeholders. Aiding in research content based on knowledge and experience.
R. van Klinken	Supervising the execution of the project.
Wiljo van Eerden	Preparing and executing the feasibility study. Leading the research team.
Celeste Alexander	Advising on content feasibility study Executing feasibility study.

Ayoub Laizer	Advising on content feasibility study
	Translating interviews conducted in Kiswahili
Former representative Grumeti Environmental college	Providing input on research content based on expertise and experience
Representative Tourism Council	Providing input on research content based on expertise and experience

- Allocation of tasks:

Preparing research	Wiljo van Eerden
Providing background information	Rinus van Klinken, Hasan Ali
Development interview methods	Wiljo van Eerden, Rinus van Klinken, Hasan Ali, Ayoub Laiser, Celeste Alexander, repr. GEC and Tourism Council.
Guiding/advising	Rinus van Klinken, Hasan Ali, Ayoub Laiser, Celeste Alexander, repr. GEC and Tourism Council.
Translating	Ayoub Laiser
Contacting less accessible stakeholders	Rinus van Klinken, Hasan Ali
Organize meetings	Rinus van Klinken, Hasan Ali
Executing research	Wiljo van Eerden, Ayoub Laizer, Celeste Alexander
Data analysis	Wiljo van Eerden
Report writing	Wiljo van Eerden

Planning:

Preparing	September 2012
Organizing fieldwork	November/December 2012
Executing fieldwork	December/January/February 2012
Data analysis	February/March 2012
Report writing	April/May 2012
Preparing presentation	June 2012
Preparing criterion-based interview	June 2012
Colloquium	June/July 2012

Risk analysis and possible solutions:

- Lack of access to certain stakeholder groups
  - Increased efforts by commissioning and host organizations SNV and IBDI to ensure access.
    - When ineffective; use of estimates based on previous research and experience.
- Lack of access to important information and documents
  - Increased efforts by commissioning and host organizations SNV and IBDI to ensure access.
    - When ineffective; use of estimates based on previous research and experience.
- Lack of time to contact all relevant stakeholders and to conduct the necessary fieldwork
  - Taking on an intern to help with practical fieldwork tasks (possible interested interns available at Larenstein)
    - When not possible; reframe the research to a more realistic size.
- Institutional problems
  - Beyond the reach of the host organization and researcher, when encountered efforts will be made to obtain information through different routes or estimates will be used in the report.
- Inaccuracy of the project planning
  - When the encountered situation differs from the expected situation, adjustments to the research will be made based on the expertise and experience of the supervisor and commissioning and hosting organizations to enable quality research to the fullest extent possible.

<u>Expected stakeholders:</u>

Villagers from:

- Natta
- Makundusi
- Burunga
- Robanda
- Etc.

Village governments:

- Natta
- Makundusi
- Burunga
- Robanda
- Etc.

District Councils:

- Serengeti
- Bunda
-

The Mara Regional Authority:

- Regional Commissioner
-

Wildlife Management Authority:

  o

Ministry of Education:

- Mr/Ms […]

Tourism industry:

- National Parks
- Private Game Reserves
-

Other schools/training institutes:

- […]

NGO's/LCB's

- SNV
- IBDI

Footnotes

[1] Research priorities for marginal lands, CGIAR, 1999. Accessed on 27-3-2013
<www.fao.org/Wairdocs/TAC/X5784E/x5784e0g.htm#2.1impactofdergradationonthepoor53>
[2] How tourism can benefit the poor, SNV Lake Zone, n.d.
[3] Tourism enterprise mapping, IBDI, 2011

C. Stakeholder Analysis Matrix

Stakeholder and basic characteristics	How do they affect or are affected by the problem and what is their interest.	Capacity and motivation to bring about change	Possible actions to address stakeholder interests
Villagers [target group, primary stakeholder]: Future students, 17 yrs and over. Location: Robanda, Nata Mbiso, Makundusi, Nyichoka, Park Nyigoti.	• Current employment opportunities are beyond reach because employment in that sector requires a specific knowledge set. • Opportunity to receive education enabling future employment in the tourism industry.	• Limited capacity due to organizational issues and limited funds. • Improvement of livelihood.	• Exploring ways to facilitate education leading to future employment in the tourism industry.
Villagers [sec. beneficiaries, primary stakeholder]: Shops, suppliers, households, construction companies/engineers. Location: Robanda, Nata Mbiso, Makundusi, Nyichoka, Park Nyigoti.	• Revenues are limited due to limited spending. • Improved employment may invigorate local economy.	• Limited capacity due to organizational issues and limited funds. • Improvement of livelihood.	• Facilitate local contracts and local spending.
Village governments [primary stakeholder]: Represent villagers and their interests. Location: Robanda, Nata Mbiso, Makundusi, Nyichoka, Park Nyigoti.	• Unknown. • Improving community relations and livelihoods for the purpose of improved governance.	• Capacity to approve and execute plans. • Provide improved governance.	• Arrange a meeting to inform them and gauge their receptivity.

District Council [primary stakeholder]: Government administrative authority rural areas. Location: Mugumu.	• Unknown. • Improving community relations and livelihoods for the purpose of improved governance.	• Capacity to approve and execute plans. • Provide improved governance.	• Establish a ongoing dialogue and seek formal approval on the project.
Ward [sec. beneficiary, primary stakeholder]: Manage the interest of the villages in the ward. Location: Nata Mbiso, Ikoma.	• Unknown. • Improving community relations and livelihoods for the purpose of improved governance.	• Capacity to approve and execute plans. • Provide improved governance.	• Establish an ongoing dialogue and seek formal approval on the project.
Ikona WMA [secondary stakeholder]: Organization comprised of villages working together to better benefit from tourism and to contribute to conservation. Location: Mugumu.	• Lack of comparable livelihood opp. may contribute to poaching and undermines conservation efforts. • Contribute to alternative sources of income in relation to problem stated above.	• Formally the capacity to take on a participative role in planning and executing is present, however past experience demonstrates significant hurdles both financially and administratively. • Improvement in conservation efforts may occur with successful implementation of community tourism training college.	• Establish an ongoing dialogue and explore partnership possibilities.
SENAPA [secondary stakeholder]: National organ managing the Serengeti National Park. Location: Ikoma.	• Lack of comparable livelihood opp. may contribute to poaching and undermines conservation efforts. • Contribute to alternative sources of income in relation to problem stated above and in addition they	• Due to their position and role, they may be well placed to take on a variety of roles, but their capacity is unknown. • Improvement in conservation efforts may	• Establish an ongoing dialogue/information sharing.

	might have an interest in college graduates with the potential to meet the employment needs of SENAPA. Interest in curriculum dev.	occur with successful implementation of community tourism training college.	
NGO's: SNV Lake Zone, IBDI Musoma, FZS, SEDEREC [secondary stakeholder]. Community Development, Environmental issues, Pro-Poor tourism etc. Location: Mwanza, Musoma, Mugumu, Ikoma.	• SNV and IBDI have been and still are involved in interventions directed at the problems, any positive development will benefit IBDI and SNV. • Overlapping missions might provide incentive for collaboration and result in mutual benefit.	• Various. • SNV and IBDI's motivation is fulfilling the goal to catalyze sustainable development processes.	• SNV and IBDI are already involved and are interested in potential collaboration with other relevant NGO's. • Establish an ongoing dialogue, information sharing, explore partnership possibilities.
Campsites, Lodges and private game reserves [3 different classes, primary stakeholder]: Offer tourism services. Location: Robanda, Nata Mbiso, Makundusi.	• Local applicant pool said to be under-qualified to meet the current demand of the industry. • To gain access to a qualified local applicant pool presumably reducing costs.	• Various due to high number lodges and campsites and differences in size etc. • Motivated by potential improvement community relations, positive publicity, financial benefits.	• Finding out what their desirable applicant pool would look like. • Seeking their input on curriculum. • Gathering information on past experiences.
Relevant tourism/environmental colleges [secondary stakeholder]: Offer courses/trainings to students in the tourism and environmental sector. [SAUT University, SETCO College, NCT, TI, MWEKA,	• Probably not directly linked. • Potential future employment for graduates as teachers but there might also be a negative impact due to competition.	• Unknown. • Ensuring choices are made that benefit their college.	• Explore likely effects/results of the project idea. • Discuss practical issues regarding establishment. • Explore college characteristics that would result in

			complementing education.
VETA Hotel and Tourism Inst.] Location: Mwanza, Mugumu.			
VETA Lake Zone [secondary stakeholder]: Vocational Educational Training Authority. Location: Mwanza	• Not directly affected. • A situation suitable for possible VETA school establishment.	• High capacity to instigate development. Institute aimed at establishing training facilities to increase skilled workforce with a lack of education. • Expanding VETA with a successful VETA tourism training facility will improve their reputation.	• Establish ongoing dialogue on tourism education, curriculum development and possible partnership.

D. Structured interview examples

Villagers [target group]	
A. It needs to be supported by the stakeholders.	
1. What is your interest in this project idea?	
2. What is your opinion on this project idea (CTTC)?	
3. What is your willingness to support this project idea?	
4. Do you think the other stakeholders will support this project idea?	
5. Do you foresee problems regarding other stakeholders supporting this project idea?	
6. What is your personal capacity to support this project idea? (e.g. financial, labor)	
7. What is the capacity of the target group to support this project idea? (e.g. financial, labor)	
Remarks	
B. It needs to meet the goals and objectives of the target group and tourism enterprises.	
1. Who should be potential future employers of CTTC graduates?	
2. Who should not be potential future employers of CTTC graduates?	
3. What are the characteristics of the target group in terms of education?	
4. What are the characteristics of the target group in terms of income?	
5. What are the characteristics of the target group in terms of age?	

6. What are the characteristics of the target group in terms of size?	
7. What are the characteristics of the target group in terms of mobility?	
8. What size do you think the CTTC needs to be? And why?	
9. What do you think is the most ideal location for the CTTC? And why?	
10. What type of school (short courses, full education, boarding school etc) should the CTTC be in your opinion? And why?	
11. What type of classes should be offered at the CTTC (theoretical, practical, combination etc)? And why?	
12. What do you know about other existing tourism colleges in the region?	
13. Do you know any first or second hand experiences regarding these colleges? Do you know anyone who attends, and why so or why not?	
14. What should be different between the existing tourism colleges and this institute?	
15. What should be the main goals and objectives of the CTTC?	
Remarks	
C. Management and ownership.	
1. Economic feasibility.	
1. What financial resources are available to or accessible by the villagers?	
2. Are there any other forms of resources that might be applicable to the project?	
3. What do you know about school fees of other education institutes?	

4. Are these educations accessible to the intended target group?	
5. What are acceptable school fees in your opinion?	
Remarks	
2. Sustainability and social acceptability.	
1. What do you think is necessary to ensure independent operation after establishment?	
2. Do you expect a education institute to have a negative social impact or a negative impact on the environment? And why?	
Remarks	
3. Ownership.	
1. Who should have ownership of the CTTC? And why?	
2. Will your preferred form of ownership ensure sufficient available resources?	
3. Are there other ownership possibilities you might consider viable, such as shared ownership?	
4. If so, who are possible partners in that regard according to you? And why?	
Remarks	

Villagers (secondary beneficiaries)	
A. It needs to be supported by the stakeholders.	
1. What is your interest in this project idea?	
2. What is your opinion on this project idea (CTTC)?	
3. What is your willingness to support this project idea?	

4. What is your personal capacity to support this project idea? (e.g. financial, labor)	
5. What is the capacity of all the secondary beneficiaries as a group to support this project idea? (e.g. financial, labor)	
Remarks	
B. It needs to meet the goals and objectives of the target group and tourism enterprises.	
- Not applicable.	
C. Management and ownership.	
1. Economic feasibility.	
1. What financial resources are available to or accessible by the villagers?	
2. Are there any other forms of resources that might be applicable to the project?	
Remarks	
2. Sustainability and social acceptability.	
- Not applicable.	
3. Management.	
1. Who should have ownership of the CTTC? And why?	
2. Will this form of ownership ensure sufficient available resources?	
3. Are there other ownership possibilities you might consider viable, such as shared ownership?	
4. If so, who are possible partners in that regard according to you? And why?	
Remarks	

Tourism enterprises	
A. It needs to be supported by the stakeholders.	
1. What is your interest in this project idea?	
2. What is your opinion on this project idea (CTTC)?	
3. What is your willingness to support this project idea?	
4. Do you think the other stakeholders will support this project idea?	
5. Do you foresee problems regarding other stakeholders supporting this project idea?	
6. If the tourism industry supports this project idea, what can your input consist of?	
Remarks	
B. It needs to meet the goals and objectives of the target group and tourism enterprises.	
1. Who are the future employers of CTTC graduates?	
2. What is the job availability for graduates of the CTTC?	
3. What kind of jobs are these? In terms of skill? In terms of full time/part time? etc.	
4. What level of education is needed for these jobs?	
5. What level of education is needed to start an education at the CTTC?	
6. What are the characteristics of an ideal applicant pool? In terms of age? In terms of gender? In terms of skill? In terms of education? In terms of origin? In terms of [...]	
7. What are the characteristics of the available	

applicant pool? See above.	
8. What do you think should be the location of the CTTC? And why?	
9. What type of school should the CTTC be? (e.g. short courses, full education, boarding school) And why?	
10. What kind of classes should be offered at the CTTC? (e.g. theoretical, practical, combination) And why?	
11. Do you hire graduates from existing tourism colleges? If so, what are their qualifications?	
12. If not, why not?	
13. What should be different about the CTTC in regard to the other existing tourism colleges?	
Remarks	
C. Management and ownership.	
1. Economic feasibility.	
1. What resources are available and in what form?	
2. What are the opportunities regarding funding by different stakeholders?	
3. Could this project idea be fitted in to the companies COP? Why so or why not?	
Remarks	
2. Sustainability and social acceptability.	
1. What do you think is necessary to ensure independent operation after establishment?	
2. Do you expect a education institute to have a negative social impact or a negative impact on the environment? And why?	
3. Will the availability of education to a part of the community shift social structures?	
Remarks	

3. Management.	
1. What kind of teachers should be teaching at the CTTC? And why?	
2. Does the tourism industry have opportunities in supplying or acquiring these teachers?	
Remarks	

Village governments	
A. It needs to be supported by the stakeholders.	
1. What is your interest in this project idea?	
2. What is your opinion on this project idea?	
3. What is your willingness to support this project idea?	
4. What can the village governments input consist of?	
5. What do you think about the willingness of the other stakeholders?	
6. What is the capacity of the village government to support this project idea? (e.g. financial, labor, land acquisition, technical capacity)	
7. What role can the village government play in regard to the establishment of the CTTC?	
8. What role can the village government play in regard to keeping the CTTC operational?	
Remarks	
B. It needs to meet the goals and objectives of the target group and tourism enterprises.	
1. What should be the size of the CTTC? And	

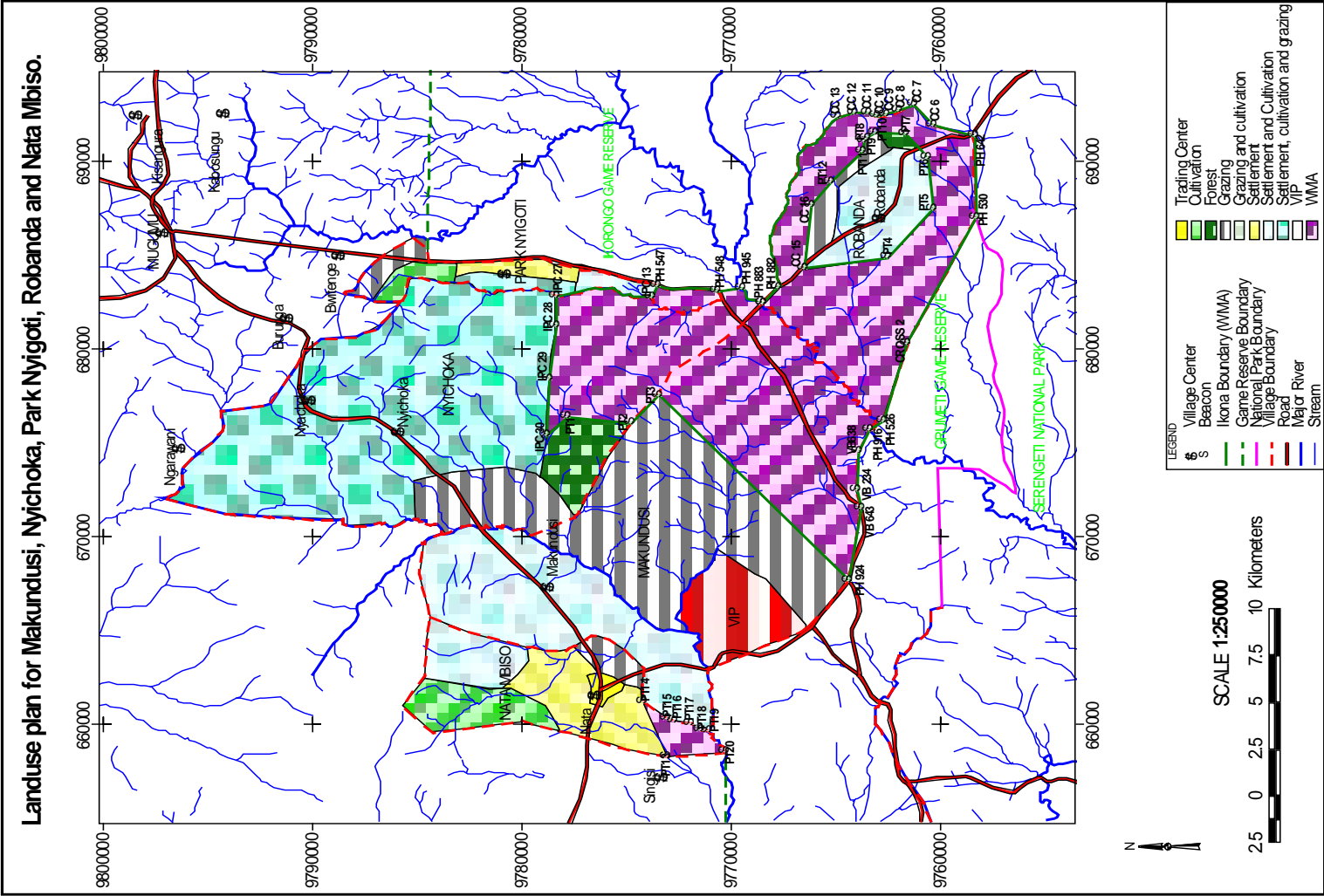|	
why?	
2. What should be the location of the CTTC? And why?	
3. What should be the goals and objectives of the CTTC?	
Remarks	
C. Management and ownership.	
1. Economic feasibility.	
1. What resources are needed to establish a CTTC?	
2. What resources are needed to operate a CTTC?	
3. What resources are available and in what form?	
4. What do you know about school fees of other education institutes?	
5. Are these educations accessible to the intended target group?	
6. What are acceptable school fees in your opinion?	
7. What are the opportunities regarding funding by different stakeholders?	
Remarks	
2. Sustainability and social acceptability.	
1. What do you think is necessary to ensure independent operation after establishment?	
2. Do you expect a education institute to have a negative social impact or a negative impact on the environment? And why?	
3. Will the availability of education to a part of the community shift social structures?	
Remarks	

3. Management.	
1. Who should have ownership of the CTTC? And why?	
2. Will this form of ownership ensure sufficient available resources?	
3. Are there other ownership possibilities you might consider viable, such as shared ownership?	
4. If so, who are possible partners in that regard according to you? And why?	
5. Will stakeholders that support through funding in any way automatically be owners of the CTTC for some part?	
Remarks	

District Council	
A. It needs to be supported by the stakeholders.	
1. How do you anticipate this project idea will affect you?	
2. What is your opinion on this project idea?	
3. What is the DC's willingness to support this project idea?	
4. What can the DC's input consist of?	
5. What is the DC's capacity to support this project idea financially?	
6. What is the DC's capacity to support this project idea in terms of labor?	
7. What is the DC's capacity to support this project idea in regard to land acquisition?	
8. What is the DC's capacity to support this	

project idea in regard to technical capacity?	
Remarks	
B. It needs to meet the goals and objectives of the target group and the tourism enterprises.	
1. What are the characteristics of the community in terms of education?	
2. What are the characteristics of the community in terms of income?	
3. What age group of the community do you think will benefit the most from this project idea?	
4. What are the characteristics of the community in terms of size?	
5. Do you think this group has access to transport, if so where, how and for what purpose?	
6. What size do you think the CTTC needs to be? And why? What are the challenges on establishing something that size?	
7. What do you think is the most ideal location for the CTTC? And why?	
8. What type of school (short courses, full education, boarding school etc) should the CTTC be in your opinion? And why?	
9. What goals and objectives do you think are realistically achievable by the training college?	
Remarks	
C. Management and ownership.	
1. What are the relevant national policies and sector programs?	
2. In regard to what field are they relevant? (legislation, accreditation, development,	

education, poverty alleviation etc)	
3. Which is legislation is applicable to the CTTC?	
4. What accreditation is needed/mandatory?	
Remarks	
1. Economic feasibility.	
1. What resources are needed by the CTTC?	
2. What resources are available and in what form?	
3. What are acceptable school fees?	
4. What are the opportunities of funding by different stakeholders?	
Remarks	
2. Sustainability and social acceptability.	
5. What do you think is necessary to ensure independent operation after establishment?	
6. In planning a training school, what steps can be taken to avoid negative social impacts or negative environmental impacts?	
7. Will the availability of education to a part of the community shift social structures?	
Remarks	
3. Management.	
1. Who should have ownership of the CTTC? And why?	
2. Will this form of ownership ensure sufficient available resources?	
3. Will this form of ownership ensure social acceptability?	
4. Will funders expect to be shareholders of the CTTC, or do you think some stakeholders would be willing to donate?	
Remarks	

Landuse plan for Makundusi, Nyichoka, Park Nyigoti, Robanda and Nata Mbiso.

Prepared by P.M.Gambaloya

F. Primary stakeholders consulted

Primary stakeholder groups	Stakeholder specified	Name and/or function
Villages / community members	**Robanda** - 4 individual interviews, random selection, 3 male, 1 female. **Nata Mbiso** - 1 open group interview, 21 participants, 21 male. **Makundusi** - 1 open group interview, 19 participants, 13 male, 6 female. **Nyichoka** - 5 individual interviews, random selection, 1 male, 4 female, 1 open group interview, 9 participants, 8 male, 1 female. **Park Nyigoti** - only VG was interviewed.	No relevance.
Tourism enterprises	**Moivaro Coffee Lodge Company - Ikoma Tented Camp** - 1 individual interview, 2 participants. **Thomson Safari - Mapito Tented Camp** -3 individual interviews, 3 participants. **Robanda Safari Lodge** - 1 individual interview, 1 participant. **Tusk Tour - Simba Safari Lodge** - 1 individual interview, 1 participant. **Singita Grumeti Reserve Community Outreach Program - SGR COP** - 1 individual interview, 2 participants.	Seth van Bracht - group manager. Eliphas Mussa - location manager. Frank Cerry - location manager. Kyoso Kangwe - General manager Sharon - Operations manager. Andrew - location manager. Kenneth - location manager. Richard Ndaskoi - COP manager. Ami Seki - Wildlife Department manager.

	Serengeti Serena Safari Lodge - 1 individual interview, 1 participant.		John Mwamakulah - Human resources manager.
	Mbugani Camp - 1 individual interview, 1 participant.		Arnold Makinda - Senior Sales and Marketing Manager.
	Tanzania Association of Tour Operators (TATO) - 1 individual interview, 1 participant.		Kelvin Remen - Project officer.
	Tanzania Tourism Board (TTB) - 1 individual interview, 1 participant.		Elirehema N. Maturo - Cultural tourism development officer.
Village governments	**Robanda village government** - 2 individual interviews, 2 participants.		Mr. Entebbe - VG chairman. Unknown - VEO.
	Nata Mbiso village government - 2 individual interviews, 2 participant.		Hamisi Machandi - VEO. Unkown - VG chairman.
	Makundusi village government - 1 individual interview, 1 participant.		Julius Matwiga - VEO.
	Nyichoka village government - 1 individual interview, 2 participants. (almost whole VG was present, but no others spoke out.)		Mtoni Manyaki - chairman. Unknown - VEO. Moses M. Nguhecha - VEO.
	Park Nyigoti village government - 1 individual interview, 1 participant.		
District Council	**District Council Administration** - 1 individual interview, 1 participant. DAS		Magohu Zonzo - DAS
	District Council Planning - 1 individual interview, 1		Emmanuel Mgongo - DPO.

	participant. **District Executive Director (DED)** - Not available for interview - got referred to DPO.	Silvan Rugira - DED.
Wards	**Natta Ward** - No interview - directed to DC. **Ikoma Ward** - Not interviewed, no appointment.	Jumanne Kwiro - Natta ward vice council chairman. -
Ikona WMA	**Ikona WMA** - general management - 1 individual interview, 1 participant.	Mr. Makatcha - director Ikona WMA management.
Total	**Number of interviews**	**Number of people**
6 primary stakeholder groups.	33 separate interviews.	82 people interviewed.

G. Secondary stakeholders consulted

Secondary stakeholder groups	Stakeholder specified	Name and/or function
Vocational Education Training Authority - VETA	**VETA Lake Zone** - Project Management Department - 1 individual interview, 1 participant.	Ben Mwaipungu - Project management director.
Serengeti National Park management - SENAPA	**Community Outreach Department - COP** - 1 individual interview, 1 participant.	Grace Labora - COP manager.
NGO's	**SNV Lake Zone Portfolio** - general consultation, 2 participants.	R. van Klinken - Portfolio director. J. Lemoyan - Technical advisor.
		H. Ally - Company director.
	IBDI Musoma - general consultation, 1 person.	
	Frankfurt Zoological Society - FZS - 2 individual interviews, 2 participants.	Daniel Jamat - employee. Dennis Rentsch - Technical advisor.
	Serengeti Development Research and Environmental Conservation Center - SEDEREC - 1 individual interview, 1 participant.	Thobias P. Damian - Program administrator.
	Tanzania National Resources Forum - 1 individual interview, 1 participant.	Geofrey Mwanjela - head of programs.
	African Wildlife Foundation AWF - 1 individual interview, 1 participant.	Gerson Mollel.
Tourism colleges	**Serengeti Tourism College - SETCO** - 1 individual interview, 1 participant.	Samwel P. Marwa - General manager.
	Saint Augustine University Mwanza - SAUT Mwanza - 1 individual interview, 1 participant.	Dr. Prof. J. Spillane - Professor and tourism management course director.

	National College of Tourism Arusha - 1 individual interview, 1 participant.	Masoud Ghendeja - head of general education training and assisting principal.
	VETA Hotel and Tourism Training Institute Arusha - 1 individual interview, 1 participant.	Flora Hakika - Principal (former principal NCTA).
	Tropical Institute Arusha - 1 individual interview, 1 participant.	Paschal Phinehas Sarungi - teacher.
	College of African Wildlife Management MWEKA - 1 individual interview, 1 participant.	Freddy Manongi - acting principal.
Total	**Number of interviews**	**Number of people**
4 stakeholder groups.	14 separate interviews/consultations.	15 people interviewed/consulted.

VOCATIONAL EUDCATION AND TRAINING AUTHORITY
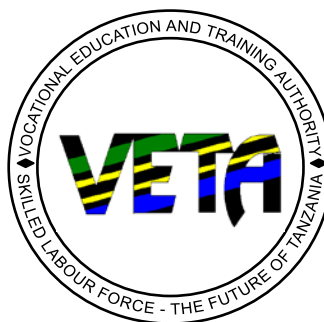
FORMAT FOR A PROPOSAL TO ESTABLISH A VOCATIONAL EDUCATION AND TRAINING CENTRE.

(VET Act No.1 of 1994 Part II Section 4 (2) and Part III Section 6 (2) (f)

The format is intended to guide applicants, individuals or groups interested in establishing VTCs to provide important information for preparatory registration.

They are strongly advised to follow guiding instructions given below carefully when preparing a proposal to establish a Vocational Training Centre.

Instructions:

Interested individuals or groups must submit a letter of application for preparatory registration together with two copies of a proposal with required attachments to the Regional Director.

Section 1: Particulars of the applicant.

      i.   Title of the proposed centre.
      ii.   Address of applicant.
      iii.   Address for correspondence - physical and e-mails addresses, telephone, fax and mobile phone numbers.
      iv.   Contact name (s).
      v.   Type of centre (boarding or day).
      vi.   Legal status

Section 2: Project Description

2.1 Priority occupation(s) to be offered,

2.2 Proposed geographical area,

2.3 Target population,

2.4 Vision and Mission of the centre.

2.5 Objectives of the centre.

      i. General objectives.

      ii. Specific objectives

Section 3: Resources (Resources are classified into three groups)

3.1 Financial Resources

a. How much it will cost to establish the centre (in Tanzanian shillings).

b. Expected source (s) of funds to establish the centre.

i...............................amount....................

ii............................ amount....................

iii........................... .amount....................

iv............................ amount....................

v............................. amount....................

c. Proposed financial plan and budget for three years.

3.2 Human Resources

i.   Proposed Organization Structures including centre governance.
ii.   How many people will be employed?
iii.   How many people will be hired?
iv.   State positions to be employed or hired.

3.3 Physical and Materials Resources

i. Land (specifies if the land is available or plan to purchase- size in square meters)

ii. Infrastructure/buildings

List proposed infrastructure/buildings to be established as per proposed occupations:

S/N	Buildings	Purpose

Section 4: Summary

4.1 Implementation strategy

4.2 Project innovation

4.3 Future plans

4.4 Project sustainability

I. Newspaper article Moivaro Ikoma Tented Camp attack

LOCAL NEWS

Suspected bandits ambush camp, kill tourist and manager

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Details Published on Friday, 22 June 2012 01:26 Written by MASEMBE TAMBWE
Hits: 2051

A DUTCH tourist and a Tanzanian national were on Thursday killed by suspected bandits after the latter invaded the Ikona Wildlife Management Area on the outskirts of the Serengeti National Park.

A statement signed by the Minister for Natural Resources and Tourism, Ambassador Khamisi Kagasheki, says the Dutch tourist has been identified as Eric Brekelmans. The Tanzania national has been identified as Renatus Benard, the Moivaro Camp Assistant Manager.

"The Ministry expresses its sincere shock over this event that is abnormal. We would like to take this opportunity to assure visitors that every effort is taken to ensure their safety is in place with comfort when they are in the country," the statement reads in part.

Moivaro Camp is owned by the Moivaro Coffee Lodge Company and the killed tourist was a client of the company's Leopard Tours of Arusha. The Ministry of Natural Resources and Tourism in collaboration with the Leopard Tours and Moivaro Coffee Lodge Company have taken steps to comfort the affected, including the wife of the deceased tourist, Mrs Annelnes Brekelmans.

During the incident the camp had 40 guests and that they were robbed of their property along with their passports. The Minister for Natural Resources and Tourism and that of Home Affairs, Dr Emmanuel Nchimbi have already visited the scene of the incident.

The Assistant Commissioner of Police delegated to Tourism sector, Mr Kitalike, has also gone using a Police helicopter to strengthen security in the area. The police, wardens of the Department of Wildlife and the Tanzania National Parks Authority (TANAPA) park wardens have also jointly strengthened security at tourist sites and the manhunt for the suspects have begun.

Efforts of transporting the body of the deceased to Arusha completed yesterday while preparations for burial are still underway.

J. Fully documented interviews

1. Stakeholder support

Villages

The consulted community members from the 5 Ikona WMA villages all support the establishment of a CTTC. During the interviews it was clearly pointed out that SNV and IBDI are only playing a facilitating role regarding the establishment of a CTTC and that if the CTTC needs realization, the initiative and funds will have to come from those involved. This aspect needed to be pointed out because otherwise every proposed project will gain high support, regardless of its use, if the stakeholders are under the impression that someone else will come in and develop and/or fund the initiative for them. The only way to gauge support of the proposed solution of establishing a CTTC by the target group was to ask support related questions when the interviewees are under the assumption that they will have to (partially) pay for the CTTC themselves. But even when under the impression the funds would have to come from their own village to develop this initiative the interviewees remained supportive. This indicates that the willingness among community members to support a CTTC is high.

Tourism industry

In the tourism sector the support regarding the establishment of a CTTC is up for debate. There is a clear distinction in opinion between those that work in the area and those that do not. Representatives of tourism enterprise unions and head offices of tourism enterprises located in Arusha seem to support the establishment of a CTTC. The representatives employed in Arusha argue that a CTTC will improve the chances of local communities benefitting from the tourism sector and that it will help improve relations between local communities and the tourism enterprises. When asked about specifics and details on how this might work and what the CTTC exactly should be, these representatives working in Arusha often refer to tourism enterprise representatives working in the Mara Region.

Tourism enterprise location managers, community outreach program directors and other people that work in the tourism sector in the Mara Region are less supportive and have numerous arguments to elaborate their point of view. One of the arguments is that only the higher skilled jobs in the tourism industry require college education and that college education requires an entry level that excludes most of the target group. A considerable amount of people from the local communities in the Mara Region did attend secondary school but never passed the final exams, these community members find themselves in the so called 'gray area'. People within the 'gray area' are often struggling to find something to do

next (Sharon, 2013). When confronted with the community members' perspective that the college should focus on the lower skilled jobs most location managers do agree that basic skill training for the lower end jobs might be useful but then immediately raise the question whether a whole new college is needed to provide such training. Another argument is that the absence of a college in the direct vicinity of the 5 Ikona WMA villages should not prevent those who are interested in a tourism education to obtain an education in tourism. If they can meet the entry level demands and have enough money to pay for the school fees they can enroll at a boarding school located further away. Many of the students from schools in Arusha are from regions all over Tanzania and not just from Arusha itself the tourism enterprise location managers say.

In addition tourism enterprise location managers expressed their concerns regarding hiring local staff because increasing local employment might increase safety risks. Organized crime such as raiding campsites becomes a bigger risk because of intact local networks, see annex I. Newspaper article Moivaro Ikoma Tented Camp attack. At Moivaro Ikoma Tented Camp policy has always been to mix up employees from different regions and tribes in order to avoid intact local networks. Also firing local employees because of misconduct can cause problems because the fired employees often become angry and spread lies about the tourism enterprise in the village, damaging the reputation of the tourism enterprise and possibly attracting criminals.

Sharon from Thomson Safari acknowledges the safety problem created by local employment. Thomson operates in Robanda and Loliondo, but at the moment they have suspended their semi-permanent camp in Robanda after an armed robbery in February of 2012, at which time tourists who were at the camp lost everything. One tourist was injured and two of Thomson's staff were badly injured. There had also been a previous attempt. The company incurred a great cost for paying the clients the lost properties and legal fees for settling out of court to avoid further bad publicity for the company. Thomson Safari management believes that the robbers who invaded the semi-permanent camp either are from Robanda or collaborated with Robanda community members. Thomson Safari pays Robanda village for security and they employ local community members as guards but the guards did not respond during the robbery. Based on communications with the police, Thomson Safari believes the robbers that attacked the semi-permanent camp are the same people who invaded Moivaro Ikoma Tented Camp. Incidents like these attacks have a negative impact on trust. Therefore, safety and liability remain concerns for tourist enterprises in the Mara Region regarding local employment.

But the arguments given by tourism enterprise representatives regarding support of a CTTC do not only address issues at local level. Strong concerns about the quality of the schooling system in Tanzania have been voiced. Starting a CTTC would only be patchwork, it will not solve the underlying problem, which is a nationwide lack of good teachers and solid education. It would be better to spend money on a facility that trains teachers, Mr. Frank Cerry from Mapito Tented Camp said. Mr. Kenneth from Simba Safari Lodge adds; 'Schooling these days has become shallow and is of poor quality, proper education makes people honest because they realize what their opportunities and prospects are'. The current trend is that local community members who are trained on the job often possess a better skill set than those who recently graduated from a tourism

college. Mr. Ndaskoi from the COP department of SGR is also not very supportive of the construction of a CTTC. He says: 'People that have completed secondary education will have spent 7 years in primary school and an additional 4 years in secondary school and then they still haven't achieved anything. Most of them still don't speak English. What will a short course in tourism and hospitality change about that? SGR used to offer sponsorships to local community members for construction training at a vocational training institute. This was done to have a local construction workforce available if a new project was initiated by SGR. Many applicants were rejected by the VETA institute because they didn't meet the entry level requirements. The Tanzanian education system is of such poor quality that it destroys any opportunity to study more.' He continues by saying: "All over the place government schools and other facilities are being constructed and everyone with a stake in public relations wants their name on the building, but what goes in those schools and facilities is often less interesting to sponsors. A nice building with the name of those that constructed it looks nice for public relations, but whether the school or facility actually functions is neglected, because none of the funders care about that."

Thomson Safari is part of "Friends of Tanzanian Schools", an organization that builds schools and teachers' houses. Sharon from Thomson Safari expressed interest in attending a stakeholders meeting on the establishment of the CTTC. Her opinion is that the educational system in Tanzania is so poor that it "needs all the help it can get." Underpayment of local employees is another common problem which can lead to dishonesty among the employed staff. There are also other violations of employees' rights, for example, most companies do not provide tips, medical insurance, job security, social security, and overtime payment to local employees, which lead to the demoralization of the working staff. However, if an employee is treated well it is not common to have to fire someone or to experience retaliation. The underpayment of local employees in the tourism industry is likely to have a negative effect on the attitude of local employees towards their employers and therefore might be related to criminal activities.

Village governments
All the village government representatives consulted agreed that the establishment of a CTTC is a good idea. They agree with the community members that such a college is likely to improve the chances of local community members finding a job in the tourism industry. Finding employment is a major problem in this region village government representatives say. Having access to local tourism education might help mitigate the problem of lack of local employment in the tourism industry. Village government chairman Mtoni Manyaki is convinced that the construction of a CTTC is the only way to solve the problems regarding local employment in the tourism sector. Local applicants are often rejected by the tourism industry because of a lack of education therefore providing education will improve the position of local community members. Interestingly Nata Mbiso VEO Mr. H. Machandi shares that point of view but also states that according to him, SGR is reluctant to hire local community members with a diploma or certificate because certified staff is more expensive than local personnel without a diploma or certificate.

District Council
According to District Administration Secretary (DAS) Magohu Zonzo the D.C. is responsible for securing job availability and to create awareness of the environment. Any development initiative, including the ones on village level, are the responsibility of the D.C. and therefore the establishment of a CTTC will need support from the D.C. Starting a tourism training college is a good idea he says. The D.C. is already acting upon the recommendations from the Forum Meeting in 2011, one of the recommendations is to establish a tourism training college. The D.C. planning department is currently working on a plan to start a new tourism training college in Mugumu, located on what is now the market place. The plan is to develop this college together with the airport that is to be constructed in Mugumu, in collaboration with SGR. When exactly this is going to happen remains unclear. Mr. M. Zonzo says it depends on SGR. SGR has issued a book about itself and its activities. In this book SGR states to help develop an airport and a hospital in Mugumu. The D.C. is still negotiating with SGR for a more complete Mugumu development plan. The construction of a tourism training college would fit in such a plan. The execution of development initiatives such as the construction of an airport, hospital and tourism college are fully dependant on SGR funding because the D.C. alone does not have sufficient financial resources according to Mr. Zonzo. Details regarding financial support have not been discussed with SGR yet.

As mentioned above, starting a tourism training college is a good idea according to Mr. M. Zonzo but starting a community tourism training college in one the Ikona WMA villages is a bad idea he says. A CTCC will create rivalry and strive between the villages, because they all want the CTTC to be located in their village. Creating a tourism college in Mugumu will avoid such issues. Therefore it seems like the D.C. does support the project idea, but only if it is going to be carried out according to their terms. The fact that there are plans in development regarding the construction of a new tourism college, based upon the outcome of a meeting at which village representatives were present, but these village representatives are largely unaware of these developments, indicate that the D.C. is acting on its own. After discussing the support of the D.C. of the establishment of a CTTC, it became clear that the D.C. is mainly interested in merging the idea of establishing a CTTC with the plan of the D.C. to construct a tourism college in Mugumu.

Ikona WMA
Mr. Makatcha, general manager Ikona WMA , thinks the establishment of a CTTC is a good idea. Such a college will teach people about conservation, most local communities know very little about their environment and the conservation of it. Mr. Makatcha prefers that conservation education should already be integrated in primary and secondary education. The Tanzanian government should promote domestic tourism more, that way Tanzanian residents will see the country's national parks and understand the need for conservation better. At least 50-60% of the rural population in the Mara Region have never seen a lion or elephant, therefore any education related to conservation and/or natural resources is important he says. Clearly Mr. Makatcha considers education on conservation more important than education on tourism, therefore his support of

the initiative might be based on false grounds. Surprisingly Mr. Makatcha does not know about the existence of tourism college SETCO, which is located roughly 1,5 km from the Ikona WMA office in Mugumu.

VETA
Support by VETA depends on a proposal that needs to be written by those who would take the initiative of establishing a CTTC. A copy of the proposal format is listed under annex H. In general VETA supports initiatives regarding the establishment of new schooling facilities but Mr. Mwaipungu could not give any details regarding the requirements a good proposal needs to meet. If the proposal is approved and the CTTC is constructed, there will be a final inspection of the CTTC. If the CTTC passes the final inspection it will be accredited by VETA. Mr. Mwaipungu was not capable of providing information on the requirements that need to be met in order to pass the final inspection.

VETA is trying to expand the number of VETA institutes because national government is pushing for a VETA institute or school in each district. There is no VETA school or institute in the Serengeti District according to Mr. Mwaipungu, which is strange because tourism college SETCO is a VETA accredited institute according to general manager Samwel P. Marwa.

SENAPA
Grace Labora is the head of the COP department at SENAPA and she thinks the establishment of a CTTC is a brilliant idea. A CTTC will improve the chances of local community members to find employment in the tourism industry. At this moment local community members are lacking the education and skills needed for employment in the tourism industry. She does elaborate that SENAPA does not just support the communities bordering the SNP but aims at providing equal chance to everyone in Tanzania that wants to work in the private sector (tourism industry) or at SENAPA. SENAPA does not have a contract with the private sector on mandatory local employment but SENAPA does promote local employment at tourism enterprises. Even if the D.C. is going to construct a tourism college separately, the CTTC should be constructed as well. Having more than one tourism college to choose from is always good she says.

NGO's
Daniel Jamat, employee at FZS is interested in a stakeholders meeting on the establishment of a CTTC. He thinks that a CTTC would be brilliant if it can be a proper college. This will depend on a need assessment he says. In order for a CTTC to be successful information is needed on how many people need a college, how many graduates per year will suit the job market, what level of education is needed and what level of education is realistic to achieve by the target group. According to Daniel Jamat the CTTC should be aimed at how to achieve the best possible success rate and not on how to make tourism jobs more available to local community members. Compromising on quality to maintain local accessibility will not work because then the CTTC will not produce the graduates needed by the tourism industry. The tourism industry is based on competition

therefore the quality has to be high. In his opinion tourism education should follow the same rules. An important question will be if there will be an acceptable balance between quality/level of education needed by the tourism industry and accessibility of the CTTC for local community members.

Dennis Rentsch, technical advisor at FZS says the following:
Community members who are or become educated will leave the village, this phenomenon called 'brain-drain' is unavoidable and the remaining community members will have the same problem as before the establishment of the CTTC. Exploring the idea of establishing a CTTC will require looking beyond the 5 Ikona WMA villages. There are a lot of other villages that experience the same problem of lack of local employment in the tourism industry. These other villages do not have a WMA in place and are therefore benefitting a lot less from the tourism industry than the 5 Ikona WMA villages.

Also when establishing the CTTC the people involved should be aware of certain sponsorships that often result in the construction of "empty" buildings, for example SENAPA. SENAPA is under a lot of pressure from the central government to perform and SENAPA is only involved in projects regarding the construction. Putting up buildings creates something that people can see and touch and helps the institute and the central government look good. The involvement in the day to day management and matters regarding the content of the CTTC will be much more difficult to arrange properly but aspects regarding content and management are less prestigious. Central government and government related institutes are not interested in content, it is much easier to create a good reputation by just aiding in construction. Maybe setting up a small program aimed at improving certain skills, English language skills for example, might be a better idea. Collaboration regarding such a program with the D.C. or tourism college SETCO might be possible.

In addition, two tourism enterprises from Moivaro Coffee Lodge Company and Thomson Safari have been attacked last year. Such incidents make tourism enterprises reluctant to hire locally. Therefore the observed problem of the lack of local employment in the tourism industry might not just be related to the lack of education and training of local community members.

For us at FZS wildlife conservation and community development have conflicting priorities and effects. My still to be published PhD study focused on the relation between poverty and the consumption of illegal bush meat in the Mara Region. During this study it was observed that the consumption of illegal bush meat went up when the standards of living in communities in the Mara Region increased. Therefore I have my doubts regarding the establishment of a CTTC.

P. Damian from SEDEREC was involved in the Forum Meeting in 2011 and he has a different opinion. He says
a new college may add or complement to what tourism college SETCO is already offering, which would be a great addition. Establishing a CTTC

will be a good initiative if the CTTC offers an educational package that suits the needs of the local community members and if that educational package does not compete with the services offered by tourism college SETCO.

He continues by saying: "Establishing a CTTC is a good idea because local community members find themselves in a vicious circle;

1. Local community members are lacking skills.
2. This lack of skills affects their ability to get employed by the tourism industry.
3. The lack of local employment in the tourism industry causes a lack of income for local community members.
4. The lack of income causes the inability of local community members to pay for an education, resulting in a lack of skills (back to point 1.)"

G. Mwanjela is head of programs at TNRF and according to him there is no need to establish a CTTC. He says it should be much easier to offer a skills training program offered by external trainers. The course should be provided to the local community members who are interested in tourism education. Maybe local community members can be financially supported to enroll at such a skills training program. The tourism industry could also assist the local community members by providing trainings. This happened before in Engaresero village, where the local community has a contract with the tourism industry on providing training to community members. He continues by saying that the tourism industry will not fully solve the problem of damaged relationships between tourism enterprises and local communities but that such programs can help in finding common ground and room for dialogue. This is an ongoing process that will require the participation of both the local communities and the tourism industry.

Tourism colleges
Dr. Prof. James Spillane from St. Augustine University (SAUT) thinks that starting a CTTC is a bad idea. A CTTC placed locally will be unable to keep a continuous flow of students and graduates that actually find a job in the tourism industry. From his point of view it would be better to send interested students to an already operating tourism college with a good reputation. There are hundreds of colleges in the area of Arusha related to tourism, big and small, registered and non-registered. There is a very good one in Moshi with studies related to wildlife and tourism. Maybe the tourism industry can sponsor local community members under a contract to enroll at a tourism college elsewhere. The contract would contain for example an obligated three years of employment at the tourism enterprise that sponsored the students' education.

According to Dr. Prof. James Spillane an education and tourism expert from Ireland tried to set up a project of competency based training in the area of Musoma a few years ago. That project was shut down 3 years later because the project was running at a loss due to a lack of students. Attempts to obtain more information on this project mentioned by Dr. Prof. James Spillane were fruitless.

Samwel P. Marwa, the general manager of tourism college SETCO believes the establishment of a CTTC can be an addition to the tourism related education already offered by other colleges located in the Mara Region. He also thinks that having more colleges in the Mara Region will improve the ability to compete with colleges located in Arusha.

The other tourism college representatives did not express themselves positive or negative towards the establishment of a CTTC but based their opinions on a set of criteria that the CTTC needs to meet in order to be successful in their point of view. These opinions on criteria are documented in the following relevant chapters.

2.Capacity and input

Villages

Because the individual capacity of local community members is (almost always) low by default, interviewees answered capacity related questions mostly from a village level point of view. In general the community members estimated the capacity on village level about the same, regardless of which village. This could be a result of the 5 villages all being a member of the Ikona WMA . The financial capacity was estimated to be sufficient, even though community members often characterized their village as poor. The financial capacity being sufficient was often explained by the assumption that possible village deficits can be complemented with funds from the Ikona WMA . The interviewees did not express awareness of the costs involved regarding the establishment of a CTTC, reducing statements on sufficient funds to educated guesses at best.

In terms of labor the capacity on village level was estimated to be high. Local construction companies should be able to compete for the construction contract and community members can help with basic labor, such as preparing and collecting bricks and other construction materials. The idea of supporting the initiative with labor was received with greater enthusiasm than supporting the establishment of a CTTC with financial means, indicating that the local community members either don't have the means to support the CTTC financially or that the community members don't want to spend money on the CTTC. Based on observations by the research team the first explanation is more likely to be true.

Tourism industry

The capacity of the tourism industry is perceived to be high. Tourism enterprises have the knowledge, skills and financial means available to supply a significant contribution to the establishment of a CTTC. The largest of all the tourism enterprises in the area, SGR, is currently involved with 22 separate local communities regarding their Community Outreach Program (COP). This indicates high capacity and influence. In general the tourism enterprises are not willing to support the establishment of a CTTC financially, the placement and housing of currently employed interns from other tourism colleges is expensive enough they claim. But Ikoma Camp and Robanda Safari Lodge would be willing to cooperate with the CTTC by sharing experience, collaborating on practical training and/or helping with the placement of interns. This way, as explained by

Seth van Bracht and Eliphas Mussa from Moivaro Ikoma Tented Camp, we might be able to connect such a project to our COP. Manager Kenneth from Simba Safari Lodge is willing to take it a step further and states that close collaboration between the tourism enterprises and such a college will be vital for the success of the CTTC. If possible, maybe tourism enterprises can pay a share of the school fees of successful students and in return those students will be employed by that enterprise for a certain amount of time.

Village governments
Community members of the 5 Ikona WMA villages estimate the capacity of their local government to be higher than indicated by the VG representatives themselves. The community members indicated that their VG has the financial capacity, possibly with complementary funding from the Ikona WMA , needed to construct a CTTC. When discussing the financial capacity of VG's with VG representatives, only those representing Nata Mbiso and Makundusi mentioned that the VG will be able to at least provide partial funding of the college. The other VG representatives want to have a meeting first to discuss the financial capacity of VG's. It was often mentioned that maybe Ikona WMA or tourism enterprises can complement VG's if the financial capacity proves insufficient. Contribution in terms of labor was redirected by all village government representatives to the community members, which seems logical. The capacity of community members is low, there seems no need to take on responsibilities in the few areas in which community members are able to contribute. VG representatives indicated that VG's can contribute with land acquisition. Because land acquisition is directly related to the location of the college, a meeting to discuss the location of the CTTC is necessary they said. But there will be no technical difficulties regarding land acquisition, taking care of such an arrangement is one of the official tasks of a VG.

District council
The D.C. is not willing to support this project idea financially, most likely because they will continue pursuing the establishment of a tourism training college in Mugumu. But there are some forms of input the D.C. is willing to provide. One that Mr. Zonzo committed to is to help mobilize funds, for example from the tourism industry. The capacity to organize a meeting to discuss the establishment of a CTTC with all the stakeholders lies also within the capacity of the D.C. In addition the D.C. can provide input regarding land acquisition, planning and coordination.

Ikona WMA
No indication on the Ikona WMA 's capacity or possible forms of input by the organization in the establishment of a CTTC were given by Mr. Makatcha. He mainly referred to the D.C.'s plan to construct a college and the possible support of SGR. When directly asked if the Ikona WMA could play a role regarding input, he referred to the village government representatives of the 5 Ikona WMA villages to decide on the structure of the college and the partaking parties.

VETA

Mr. Mwaipungu explained that in theory VETA does financially support schools that become partner of VETA but that VETA in practice often lacks the financial means to do so. The capacity of VETA to support the CTTC is therefore diminished. VETA does have the capacity to support the CTTC with training, teachers and training materials, if the community tourism college passes the final inspection.

SENAPA

The capacity of SENAPA is large, the financial means as well as the knowledge and skills are available. In the past SENAPA has been involved in sponsoring development projects in which the share contributed by SENAPA sometimes went up to 70% of the total costs involved Grace says. Maybe regarding the establishment of the CTTC there is a role SENAPA can play, if it can be fitted in one of the SENAPA programs. For example SENAPA is working together with the Frankfurt Zoological Society (FZS) on a village income improvement program. The input provided by SENAPA, if it fits one of the SENAPA programs, will most likely consist of aiding in the construction of the CTTC. According to Grace, SENAPA is normally only involved regarding the physical construction of development projects, either taking care of the construction process or sponsoring financially to aid in construction

Grace Labora tried to explain that there is a set of procedures or guidelines that need to be followed if SENAPA support is sought, but determining what these procedures or guidelines exactly are remained unclear. Not even team member and translator A. Laizer could determine what exactly she meant.

NGO's

The representatives of the different NGO's did not express any commitment regarding the provision of input towards the establishment of the CTTC. The FZS does seem to have a large capacity. FZS was involved in developing the land use plans for the 5 Ikona WMA member villages and they were involved in the construction of the Ikona WMA visitors center, located just outside Robanda. SEDEREC seems to have little capacity and is mainly occupied with facilitating communication between the tourism industry, local communities and the central government in an effort create an ongoing dialogue on environmental conservation and community development.

Tourism colleges

Samwel P. Marwa says he would like to expand the services offered by tourism college SETCO but lacks the financial means to do so. Maybe a partnership between SETCO and the CTTC is an option to expand the services offered and increase the financial means available to do so. This statement indicates that the capacity of SETCO is low.

Principal Flora Hakika of VETA Hotel and Tourism Training Institute refers for support to VETA itself. The other tourism college representatives did not express themselves regarding their capacity to support the CTTC.

3. Future employers

Villages

Tourism enterprises in the direct vicinity of the village and/or located on Ikona WMA land were seen as the future employers of graduates from the CTTC. These enterprises were seen as such not just because of ease of access due to their location but also because these enterprises are, according to them, obliged to improve local employment and development of local villages. Agreements between villages and enterprises are often written down in a memorandum of understanding (MOU), a form of agreement without the binding aspects of a contract. Offering employment to CTTC graduates would be compliant with the MOU's in place between the Ikona WMA villages and the tourism enterprises community members say. Efforts to obtain copies of the MOU's or other documents such as the contract between the Ikona WMA , villages and the tourism enterprises have been unsuccessful. Therefore it wasn't possible to verify certain claims, for example the one about the percentage of staff that is supposed to be of local origin. A percentage that is often mentioned by local community members is 75%. Assuming this claim by the community members is true, this percentage stands in sharp contrast to the observed 20% by Liya and Ally (2008).

Tourism industry

The enterprises interviewed do see themselves as future employers to graduates from tourism colleges, that would include the CTTC as well, as long as the graduates display sufficient skill and have the right attitude. In short, if the quality standards of the college meet the tourism industry's requirements, graduates will be invited for a job interview if there are vacancies.

Village governments

VG representatives also see the tourism enterprises in the direct vicinity of the 5 Ikona WMA villages as future employers of the CTTC graduates.

Tourism colleges

SAUT trains general management in tourism in order to keep options regarding future employment open for graduates. No specific tourism jobs or tourism enterprises are targeted at SAUT.

Tourism college SETCO focuses on hospitality, food and beverages and front desk work. Besides that SETCO trains a small amount of tour guides and offers computer skill classes. Graduates find jobs at Mbalageti, SGR and smaller hotels and lodges in- and outside the SNP. Mbalageti is a large private five star hotel located inside the SNP.

The other tourism college representatives did not specify where graduates from their colleges find employment or which tourism enterprises the CTTC should target.

4. Job availability

Villages

Most interviewees didn't know details about the job availability in tourism industry. However, a small amount of community members interviewed have been employed by the tourism industry or still are. From Robanda 4 community members were interviewed, 3 of them have been employed in the tourism industry. From the individual interviews with community members from Nyichoka 2 out of 5 have been or still are employed in the tourism sector. The open group interview conducted in Makundusi and Nyichoka paint a different picture. None of the participants of the two open group interview works in the tourism sector.

During the open group interview in Nata Mbiso it was stated by the participants that around 80% of the working population either has had a job at SGR or still has. The open group interview participants from Nata Mbiso also stated that these were often temporary jobs.

Community members from Makundusi stated that job availability might not be an issue but that low job security is and that it persuades community members to look for employment elsewhere. Most jobs available in the tourism industry are of temporary nature they say.

Tourism industry

According to the location managers job availability depends on the situation and specific field. If the current cleaning staff is competent, reliable and honest, the job availability in that field will be low. Good staff is appreciated and necessary. In general the tourism sector has access to a large applicant pool regarding the lower skilled jobs. According to R. Ndaskoi (SGR) and K. Kangwe (Thomson Safari) it's mainly suitable applicants for the higher skilled jobs such as cooking and management that are lacking. There are a number of low skilled jobs that require high numbers of employees, most of those jobs are within the game department of SGR. For example, SGR employs over 700 people in total of which 250 are employed at the game department. Some of those jobs are game scouting, security or anti-poaching units. SGR has over 100 game scouts, around 80 security guards and over 50 are employed in anti-poaching units. The only problem with these jobs regarding members of the local communities is that SGR is reluctant to hire many local community members, because that increases the chance of fraud and conspiracy according to R. Ndaskoi. Especially nowadays with mobile phones accessible to everyone. To elaborate, members of a local anti-poaching unit will personally know many of the offenders, which will affect their performance. If the employees are corrupt it might become worse when locations are relayed between member of the anti-poaching unit and the poachers.

One counter measure is to hire local but to put them to work elsewhere. SGR is involved with 22 different communities in the Mara Region and therefore has the possibility to move around a little with staff. But at the game department they will all be employed within the game reserve and therefore this method does have its limits. In addition, no college is needed to educate and train people for these jobs. The only requirement for a game scout is to be physically fit and an assistant-driver only needs to have driving experience and a nice character. In general there are positions available regarding the lower skilled jobs but there is a large applicant pool to select from. Job availability in the higher skilled jobs is higher but the requirements for applicants are much higher as well.

Job availability differs largely among the enterprises because the enterprises differ a lot among themselves. For example, SGR is such a large enterprise that it has an entire employee compound next to the maintenance and repairs compound outside their game reserve, while Robanda Safari Lodge simply has a few small houses next to the kitchen for their staff (Andrew, 2013). The smaller camps and lodges mainly employ locally for low skilled jobs but sometimes take on local staff for higher skilled jobs if their English proves sufficient and their attitude is correct. The bigger tourism enterprises recruit staff for the higher skilled jobs in the region where the office of the parent company is located. In most cases this means Arusha. Grumeti only employs locally for job vacancies at the employees compound. The lodges and campsites are too exclusive for local employment R. Ndaskoi says. He continues; when serving guests like Bill Gates, Bill Clinton or Brad Pitt SGR simply can't afford having people on staff at the lodges and campsites that are not fully competent. Speaking English is the first priority, even for jobs such as gardening. SGR want the guests to be able to communicate with the employees if they so desire.

NGO's
The SNV pro poor study only states that there is a big demand for skilled, semi-skilled or unskilled labor in the tourism industry in the Mara Region. Neither the term big demand or the three categories of labor are further specified. The other NGO's consulted could not give an indication on job availability in the tourism industry in the Mara Region.

Tourism colleges
Tourism college SETCO has 2 intakes each year and aims for 200 students per intake. In reality it comes down to around 50 students per intake. 80% of the enrolled students graduate, 75% of these graduates are able to get employed in the tourism industry. In 2011 there were 70 graduates, 50 of them are working in the tourism sector in the Mara Region or elsewhere, 15 of them are working at Mbalageti inside the SNP.

NCT helps to provide skills for students to find jobs in the tourism industry and to employ themselves whenever possible. In some cases tourism enterprises contact NCT when a tourism enterprise has a vacancy. The teachers and administration of NCT will select students that will go to the job interview. NCT regards these selected students as ambassadors for the college and therefore only the best students are selected.

According to P.P. Sarungi, who is a teacher at the Tropical Institute in Arusha, the graduates do find employment in the tourism industry but specific details were not given.

At MWEKA College it takes on average between 1 and 4 years for graduates to find a job in the tourism industry. F. Manongi states that the tourism job market is becoming saturated. Students from MWEKA College also face great challenges in handling tourists since MWEKA has only recently started with offering hospitality training and lacks experience. In addition graduates from the paramilitary training at Pasiansi in Mwanza are also competing for jobs as tour guides these days instead of just security he says.

5. Job characteristics

Villages
As mentioned under chapter 4.4 Job availability there are mainly vacancies in the higher skilled jobs. According to R. Ndaskoi it becomes more and more difficult to find well educated and trained personnel. These so called higher skilled jobs include food processing/cooking, serving, front desk work, administration and management. These jobs require training in knowledge, skills and attitude. Most people applying for these jobs have a college or university degree and/or have previous experience through on the job training. Mr. Kenneth from Simba Safari Lodge says he experiences a lack of suitable applicants for food processing jobs. Good cooks are hard to find he says.

 There is also demand for lower skilled personnel, but the need of education for these jobs is lower and the job security is lower. Some of these lower skilled jobs are drivers, cleaners and housekeepers. But these positions will only provide a full time job when there are guests and the amount of guests fluctuates during high and low season. Often people get hired for these lower skilled jobs prior to or during high season and are let go when low season starts. It is also mentioned by Mr. Kenneth that some jobs, such as serving and housekeeping often have an age limit. Therefore one should consider if these positions under those regulations are desired by community members. Losing your job due to your age, regardless of your performance, will most likely cause friction.

Other lower skilled jobs are security guard, member of an anti-poaching unit or game scout. There is a reasonable demand for applicants for these jobs, every tourism enterprise needs security guards and game scouts. Demand for good security guards is high among tourism enterprises because tourism enterprises are sometimes confronted with corrupt security guards. Sometimes even the security guards from security companies with a good reputation are corrupt. But the characteristics of these jobs are not very promising for a CTTC graduate. Hardly any education is needed to perform the job of security guard, game scout or member of a anti-poaching unit but. If some training is necessary, this is provided for through a short period of on the job training.

Tourism colleges

According to M. Ghendeja there are some "job characteristics" that need mentioning. Some problems are occurring regarding employment in the tourism industry. Often these problems are related to a low salary for employees, temporary employment arrangements and bad working conditions with very long hours. Sometimes the salary of employees is even linked to the performance of the tourism enterprise meaning that a lower amount of tourists at the tourism enterprise results in a lower salary for the employees of that tourism enterprise. In addition salary payments are often erratic. NCT graduates that find employment in the tourism industry earn around Tzs. 150,000 or Tzs. 200,000 per month, very few tourism enterprises offer better salaries.

Flora Hakika adds by saying that there are indeed challenges when it comes to employment in the tourism industry. Employees need a good salary and benefits, such as social security contribution, health benefits, leave allowances and meals. Women seeking jobs in the tourism industry are often asked to perform sexual favors. One of the female local community members of Nyichoka studied Tourism at Victoria College in Mwanza and has been employed at various tourism enterprises around Tanzania. She also mentioned the problem of sexual harassment of female employees in the tourism industry. After a few years she decided to stop working in the tourism sector because of the low job security.

6. Education needed

Tourism industry

Most lower skilled jobs require very little education and often a short period of on the job training will suffice. The higher skilled jobs such as front desk work and management often require a college degree or some other valid certificate related to that field. Previous experience is not mandatory but often desired. Regardless of the certificate or diploma, the applicant must be able to communicate in English properly, even some of the lower skilled jobs require sufficient English language skills. The necessity of being able to communicate properly in English has been mentioned by just about everyone consulted, indicating that sufficient knowledge of the English language is a top priority.

Primary education takes 7 years and secondary education takes an additional 4 years. When someone completes primary education the student has a level of education that is called Standard 7. When someone completes secondary education it is called Form 4. In addition, successful students can choose to improve their level of secondary education up to Form 6 if they so desire. In general students must have completed secondary education up to Form 4 to enroll at a college. A University enrollment requires Form 5 or 6. For people who are lacking secondary education there is the option to enroll for vocational training at a VETA facility. A VETA education is often the only option for further developing skills for people in the 'gray area', the ones that did not pass the secondary education exams. If the college is to target the lower skilled jobs, vocational training will be sufficient. When the higher skilled jobs in the tourism sector are the aim of the CTTC, at least Form 4 should be

required as entry level, together with sufficient English language skills. In addition one of the tourism enterprise location managers added; 'Having an entry level that requires Form 4 will not guarantee competent applicants due to the poor Tanzanian education system, many will still lack sufficient English language skills. The people stuck in the 'gray area' are an example of the structural problems encountered in the Tanzanian education system.' A lot of people in rural areas consider to have completed Form 4, regardless of whether they passed the final exams or not. Still Mr. Ndaskoi points out that the right attitude sometimes goes a long way, there are examples of people who got employed without the proper certificates purely because they displayed motivation and the right attitude and they could express themselves properly in English.

An ideal applicant pool should have, according to the representatives of the tourism industry, the following characteristics:
Applicants should have completed secondary education with no English language gaps. They should have completed a tourism related education with sufficient theoretical and practical training and have the right 'hospitality' attitude. Applicants should be honest and trustworthy, with dedication towards the company and their job. Previous experience is currently highly appreciated but that is mainly a result from a lack of proper education in general. It was indicated that applicants who graduated at private schools are more desired than graduates from government schools due to a quality difference in education offered between private and government schools. Also secondary schools should improve the level of English being taught to ensure that local applicants who completed secondary education master the language sufficiently.

Tourism colleges
The minimum level of education needed for enrolling at tourism college SETCO is secondary education Form 4 to 6. Most students at SETCO are lacking proper English language skills still according to Samwel P. Marwa. SETCO offers a summer course for students that lack certain education, in most cases English. Previous working experience in the tourism industry allows a lower entry level. SETCO issues Advanced Certificates and Diplomas, all courses are acknowledged and accredited. An advanced certificate equals an educational level of secondary education form 6. A diploma is issued after graduating from vocational education. The tourism industry always asks for certificates and diplomas when handling applications Samwel P. Marwa says.

VETA Hotel and Tourism Training Institute enrolls students from all over Tanzania but applying students have to take a special examination before they are admitted into the college. The minimum level of education required to enroll at VETA Hotel and Tourism Training Institute is secondary education Form 4, however, extra training can be offered to students who fail to meet the minimum entry level.

NCT targets mostly secondary education Form 4 leavers who have achieved Form 4 with at least 28 points. Many of the students that enroll at NCT come from rural areas. According to Mr. Ghendeja, most students joining the college are those who failed to pursue further education or to pursue other goals, so they opt for an education at NCT as their last option. Most students that enroll at NCT graduate, even the students that lack certain

theoretical knowledge because the students have mastered the practical skills. Sometimes NCT allows orphans that fail to meet the entry level to enroll and some of these students do very well.

The Tropical Institute targets secondary education Form 4 students for admission, students that are awaiting their certificate are admitted. Applying students must display motivation, speak English, and have or be awaiting a certificate. Most students enrolling at the Tropical Institute do not have many other options.

At MWEKA College the minimum entry level to enroll is secondary education Form 4 but many do not meet that requirement.

7. Qualifications current local applicant pool

Villages
The local community members consulted also stated that the education levels of community members are low but still claim that most have completed primary and secondary school. Sufficient English language skills are lacking. Between 20-50 people per village speak some English but most of them don't master the language well enough to be employed in the tourism sector. People that do get employed by tourism enterprises often land jobs of low skill, such as security guard, kitchen assistant, gardener or housekeeper. In general the community members lack the skills for a higher skilled job such as cook, waiter, front desk operator, driver or manager.

Tourism industry
Currently most applicants lack sufficient English skills. In addition, most graduates from already operating tourism colleges on the west side of the Serengeti either lack practical training or theoretical knowledge. All the tourism industry representatives acknowledged this problem. Lesser known schooling facilities on the west side of the SNP often only focus on one aspect, either theoretical knowledge or practical training. This results in graduates that often still require on the job training when they get employed by a tourism enterprise. For example graduates from tourism college SETCO in Mugumu, Seth van Bracht says, graduates from SETCO have a good hospitality attitude and sufficient theoretical knowledge but have received very little practical training, making these graduates unsuitable to be employed without practical training on the job. In addition most graduates from local communities that do possess the required skills and level of education do not return to the village. Most tourism colleges are located in one of the bigger cities and students often stay there after graduating to find a job. The current local applicant pool mainly consists of people who lack education in general, often manifested already at secondary education level. Mr. Ndaskoi claims that around 70% of the local rural population has never even seen a lion or elephant and are largely unaware of their environment and its opportunities. Local applicants are also more prone to attitude problems, with a lack of commitment towards education and the job. Mr. Kenneth agrees with that statement, he says local community members are often not very committed to school and education. The current applicant pool consisting of

people from other regions are those that couldn't find a job in Arusha, Mwanza or one of the other big cities. Local tourism college graduates that do return to the village after completing a tourism related education often lack important skills, mainly English, which is likely the reason why they come back to find a job here Mr. Ndaskoi explains.

Village governments
VG representatives could hardly provide specific details regarding the current local applicant pool of the tourism industry, at least often not beyond general statements such as local community members lack education. Only village chairman of Robanda Mr. Entebbe provided a small list with details regarding the education of community members of Robanda. Table 9 shows the number of residents of Robanda that graduated in 2011 from an education beyond primary education. Robanda is considered to be one of the richest villages of the 5 Ikona WMA villages, therefore these numbers are likely not applicable to all of the 5 Ikona WMA villages. Table 9 shows that in 2011 only 11 students passed secondary education in Robanda and that 29 students obtained a vocational training certificate. This might demonstrate the 'gray area', students failing to pass secondary education and therefore becoming reliant on vocational training for further education.

Table 9. Robanda residents with an education beyond primary education.

Level of education	Number of graduates
Degree (College)	13
Advanced diploma (University)	2
Diploma (University)	3
Certificate (vocational training)	29
Secondary education (Form 4 - 6)	11
Total	58
Total population Robanda	+/- 500
Total within age group 12-25 years	+/- 250
Percentage	23 %

District council
The D.C. was asked about livelihood details of local communities in the Serengeti District, hoping to obtain statistical data on rural education and employment levels.

According to E. Mgongo the livelihood of people living in rural areas of the Serengeti District depends for 80-90% on agriculture and livestock keeping. Other sources of income are small businesses and shops, accounting for another 10%. Statistically not much people from rural areas obtain their income from the tourism sector but any form of statistical data is unavailable. Average income per capita per year in the Serengeti District is Tzs. 650.000/=. This equals around € 310,- per year. The survey was conducted by the Tanzanian National Bureau of Statistics in 2010.

No other statistics or data were available at the D.C. office.

Ikona WMA
Mr. Makatcha could not provide the team with much information regarding the characteristics of the current local applicant pool. He did state that at least half of the local community members in the Mara Region have never seen a lion or elephant and are largely unaware of their environment, the natural resources within that environment and the conservation efforts undertaken to preserve the natural resources of the Mara Region. Because the natural resources and the tourism industry of Tanzania are linked, any form of education related to either tourism and/or conservation will be an improvement. Even simple workshops might be helpful, only such workshops will not issue valid certificates, leaving the attendants without any useful paperwork that could improve their position when applying for a job in the tourism sector he says.

SENAPA

According to Grace Labora not much local community members find employment in the tourism industry. It seems local community members simply can't compete with people from places like Arusha who received better education she says. Specification on the differences in education were not given.

8. Size

Villages

The consulted community members were reluctant to give any indication on what the size of the CTTC should be. The consulted community members state that they are not aware of the details that will determine the size of the CTTC. Still some do claim that tourism college SETCO is too small, which educates around 75 students per year. The claim that SETCO is too small might also relate to its reputation. Status and reputation of a college seem important. Community members as well as tourism enterprise- and village government representatives mentioned that people select schools based on the reputation of the school. As a result only schools with a good reputation are large because these schools attract a large amount of students. Interestingly none of the community members consulted mentioned to adjust the size of the CTTC to the number of available jobs in the tourism industry or the size of the target group. An indication on the size of the target group could not be given.

Tourism industry

If a CTTC is being realized the tourism industry representatives state that it should start small. A small scale college that focuses on one branch, with sufficient practical and theoretical training should be the aim. The quality of education should be ensured by obtaining skilled teachers and the right accreditation. At a small scale college it will be easier to ensure the needed quality, assuming the institute will have access to sufficient funds, because a small college needs less organization and it will be easier to keep an overview. As soon as the college gains in reputation and students from outside the 5 Ikona WMA villages start to apply, a size increment and an educational expansion can be considered. Exactly how small a small scale college is was not explained but tourism college SETCO is considered small and has around 75 graduates each year. Seth van Bracht from Moivaro Ikoma Tented Camp has been working together with VETA on a tourism training initiative in the past. Not much details about this initiative were available because Seth van Bracht stopped working with VETA when it became clear that VETA only wanted to train 30 students every 5 years. This was considered a too few amount by Seth van Bracht to continue development of the initiative. So these two facts might give an indication on what size the community college should be. It should have more graduates than 6 per year but it should not exceed the number of graduates of SETCO by much, because that number of graduates is considered small and in line with the view of the tourism industry on the size of the CTTC.

Village governments
No specific size or number of students the CTTC should accommodate was given by any of the VG representatives, but it was mentioned that it should be directly related to the amount of courses provided by the college. If the college will only provide courses and education related to the tourism industry it should be a small college, to avoid flooding the job market or having an insufficient number of enrollments at the CTTC, causing financial sustainability problems of the college. If the college is going to provide courses in other sectors such as mechanics, welding and electricity as well, it should be a large college that is able to accommodate large amounts of students. The village chairman of Nata Mbiso did state that he knows about the plans of the D.C. to construct a tourism training college in Mugumu and that the D.C. tourism training college will accommodate 30 students per year, which he thought was too small. When the D.C. was consulted about the size of the CTTC, Mr. Zonzo explained that the D.C. tourism training college will be accommodating 300 students per year. This information was passed on to the village chairman of Nata Mbiso and he said that a college that accommodates 300 students per year would be a good size, if it were located in a place like Mugumu.

No indication was given on a link between the size of the CTTC and the size of the target group. This might be related to the absence of (detailed) administration regarding village residents.

District council
If a tourism college is realized in cooperation with the D.C. and their plans, the college should target around 300 graduates each year. But then the college will not only provide service to the 5 Ikoma WMA villages, but the whole Serengeti District. No indication was given on what the size of a CTTC should be if it were established apart from the D.C. plans to construct a tourism college.

VETA
Mr. Mwaipungu could not give an indication on what the size of the CTTC should be. He did state that there is no minimum amount of students needed for the CTTC to become a VETA institute.

Tourism colleges
Samwel P. Marwa says the size of the CTTC will not be related to the available applicant pool or the size of the job market but will mainly depend on the budget available to realize the CTTC.

9. Location

Villages

According to the consulted community members the ideal location of the CTTC is their own village. Community members from Robanda claimed that Robanda would be the best choice of location because multiple tourism enterprises are close by, making field training more accessible. Community members from Nata Mbiso claimed that Nata Mbiso would be the best location because Nata Mbiso can provide the running water and electricity needed by the CTTC. Another reason given was the presence of a health care center in Nata Mbiso. Community members from Makundusi claimed that Makundusi would be the best location for the CTTC because in Makundusi there is housing available for the future teachers of the CTTC. Community members from Nyichoka pointed out that Nyichoka is located in the center of the Ikona WMA and therefore it would better to locate the CTTC in Nyichoka because it will be accessible to students from all the 5 Ikona WMA villages.

All of these claims do hold some truth, for example the CTTC will indeed need running water and electricity or the presence of a health care clinic might give Nata Mbiso an advantage over the other 4 villages in regard to the location of the CTTC. But the bias in the statements of community members becomes clear when confronted with the arguments of members of other villages. Instead of explaining the advantage of locating the CTTC in their village compared to one of the other villages, community members often replied with statements as; Nata Mbiso already has a health care center therefore we should have the CTTC. Or Robanda already has the benefits of multiple tourism enterprises present on their land therefore we should have the benefits of having a CTTC in our village. It seems that "having" the CTTC is considered to be more important to community members than having the college located on what is perceived to be the best location.

Some interviewees did express the necessity of carefully selecting the best location based practical aspects but these people were in the minority. What was agreed upon by all the community members was that whatever the location will be of the CTTC, proper communication between the 5 Ikona WMA villages will be needed to explain the location of choice.

Tourism industry

According to the majority of the tourism industry representatives the CTTC will need a location with good infrastructure and access to electricity, running water and health care services. Therefore more central locations with those facilities in place such as Mugumu or Musoma should be considered as best locations. Access to field training is also important, which is available at the tourism enterprises around the Ikona WMA communities, but also in places like Mugumu and Musoma, for example hotels and lodges Sharon says. To be able to obtain good teachers, a more central location helps. High quality teachers are more likely to appreciate working and living in Mugumu than working and living in one of the

villages. Locating the CTTC in a place like Mugumu will most likely not limit the students' ability to complete traineeships at tourism enterprises near the Ikona WMA communities. Local tourism enterprises already accommodate interns from other regions.

Mr. Maturo from the TTB claims that a place like Mugumu would not be an ideal location because city life might distract students and would prefer to have the CTTC located in a quiet and safe place.

Village governments
Largely the same form of reasoning as encountered when interviewing community members was observed during the consultation of VG representatives. When discussing a suitable location for a CTTC, every VG representative claimed that their village would be the best location. Only Mr. Nguhecha, VEO from Park Nigoti did not make such a claim, he said he wasn't informed enough to answer questions related to the location of the CTTC.

But in the process one important detail regarding one of the villages were mentioned. Nata Mbiso would be an unsuitable location for a CTTC according to other VG representatives because it is supposed to be unsafe for female students. There have been incidents of (sexual) harassment of female students of the secondary school in Nata Mbiso by people from other villages than the 5 Ikona WMA villages Mr. Matwiga explains. The VEO of Nata Mbiso H. Machandi as well as community members of Makundusi acknowledged that there have been incidents of social disturbance with temporary employees of tourism enterprises. These temporary employees are often from villages outside the Ikona WMA , they are hired for temporary construction jobs and are stationed in or near Nata Mbiso he says.

What was agreed upon by all VG representatives was that there should be a meeting with all the involved VG's to discuss the matter of the location of the CTTC to avoid friction and problems in the future.

Mugumu as a central location of the CTTC within the district was discarded. Currently very few community members are enrolled at tourism college SETCO, which is located in Mugumu, because it is too far away and too expensive according to community members of the Ikona WMA villages. Mugumu might have the needed facilities such as a good infrastructure and access to running water and electricity, but so does Nata Mbiso and Makundusi. The social environment and other opportunities a city like Mugumu might offer to teachers are not seen as important factors. Teachers will not prefer Mugumu over one of the Ikona WMA villages as long as the needed facilities such as running water, electricity and housing are present. In addition, locating the CTTC in Mugumu will likely result in the involvement of the D.C. The involvement of the D.C. is not favored because VG representatives fear that such involvement will slow the process of establishing a CTTC down.

District council
Depending on the goals and objectives of the tourism training college, two options are open. The best choice according to Mr. Zonzo is to locate the college in Mugumu, where access to running water and electricity and infrastructure present no problems. Close collaboration with the D.C. and possibly merging the community initiative with the plans of the D.C. becomes possible as well. If the choice is made that it has to be a CTTC, located in one of the Ikona WMA villages, then VG's should set up meetings to discuss the details and to inform community members on the matter. The results of these meetings should be presented to Ikoma and Nata Ward representatives who will combine these outcomes and present them to the D.C.

The statement given by the D.C. representatives indicates that if the tourism college is going to be a CTTC located in one of the Ikona WMA villages, the stakeholders involved should determine its location.

Ikona WMA
A tourism training college, regardless of it being a CTTC, should preferably not be located in Mugumu. Having a college in a place like Mugumu or any other town will distract the students too much from their study according to Mr. Makatcha. If the college is going to be located in one of the Ikona WMA villages it should be Nyichoka because that village is located the most central of the Ikona WMA villages.

VETA
VETA can't give any advice on location, the project department will simply look at the proposal delivered to us Mr. Mwaipungu says.

SENAPA
Even though for example Nata Mbiso is not a bad place to live for as a teacher, the CTTC should be located in Mugumu. Locating the CTTC in one of the Ikona WMA villages will cause friction and social issues between the villages.

NGO's
According to FZS a CTTC located in a rural area such as one of the 5 Ikona WMA villages might have the advantage of tourism enterprises located in the direct vicinity. But Daniel Jamat also adds that a CTTC located in a rural area will not be able to compete with tourism colleges located in the bigger cities because a rural location will lack the infrastructure needed by the CTTC that tourism colleges located in the bigger cities do have.

In addition there will be a major unwanted consequence from a conservation point of view. Locating the CTTC in the Ikona WMA and thus close to the SNP and the game reserves will leave an ecological footprint, it will increase the pressure on the environment. Human traffic will increase, a dormitory will create a population increase and a population increase will put extra pressure on the agricultural production of the area.

Dennis Rentsch states that the local communities of the Ikona WMA have ownership issues and that locating the CTTC in one of the 5 villages of the Ikona WMA will cause social problems. The other 4 villages will complain that the village where the CTTC is located benefits more from the situation. Both Dennis Rentsch and Daniel Jamat state that locating the CTTC in one of the 5 Ikona WMA villages will result in problems regarding health care, despite the recently constructed health care center in Nata Mbiso.

P. Damian from SEDEREC believes that the location of the CTTC should be based on the proximity to the work field. This would lead to selecting Robanda as location according to him because in Robanda the tourism enterprises as well as the game reserves and SNP are close by, aiding in practical training opportunities.

Tourism colleges
According to Samwel P. Marwa the CTTC should be located somewhere on the Ikona WMA land. If possible, locating the CTTC on shared Ikona WMA land might avoid social issues instead of locating it in one of the villages. Samwel was unable to verify if such shared Ikona WMA land that is not owned by one of the Ikona WMA villages is available. Practical training will be easier when the CTTC is located on Ikona WMA land because a location within the Ikona WMA will be close to the game reserves, the SNP and the tourism enterprises. The mobility of students is not a problem and the rural infrastructure is good enough to travel. Natta Mbiso has a health care center and mobile phone communication is available to almost everyone.

P.P. Sarungi says that a central location of the CTTC with a good infrastructure is important to attract teachers. Having to accommodate teachers or to compensate them for living in a rural area can be very expensive. Paying good salaries and locating the CTTC in a central location might help to attract competent staff but it will remain questionable if competent teachers will be willing to work and live in, for example Mugumu compared to Arusha he says.

10. CTTC qualifications

Villages
The CTTC should offer full education and not just short courses and it should focus on the lower skilled jobs in the tourism industry. A focus on the higher level jobs in the tourism industry will cause the entry level to start an education to be too high for most community members. The CTTC should preferably be a boarding school, that way people from further away can enroll without spending a lot of money on transport and travelling in general is reduced to a minimum. This is perceived ideal for female applicants, because there have been incidents of men (sexually) harassing female students on their way to and back from secondary school in Nata Mbiso. In addition a boarding school keeps students away from social distractions after school hours and will enable students to focus more on their education. The preference of a full education over short

training courses expressed by community members is based on the fact that short training courses do not lead to obtaining valid paper work such as a diploma or certificate to students after completing the course, whereas a full education would.

A focus on the lower skilled jobs corresponds with vocational training. As described under chapter 4.6 Education needed, the lower skilled jobs do not require a large amount of education according to the tourism industry representatives. Offering a higher level of education at the CTTC requires a higher entry level from students and higher entry level requirements often can't be met by local community members, resulting in an exclusion of most of the target group.

If the CTTC is going to offer vocational training, the word college should probably be changed to center, to avoid confusion with actual colleges that offer a higher level of education where graduates obtain a degree.

The classes offered at the college should be both practical and theoretical to ensure a complete educational package and should focus on English, cooking, cleaning, driving, security, housekeeping and front desk work. The mentioning of cook, driver and front desk worker among the lower skilled jobs in the tourism industry indicates that the local community members are not fully aware of which jobs are considered to be high and low skill by the tourism industry. Educational courses should be job specific, to avoid having mandatory classes on too many subjects. This way the student can dedicate all his or her time to master the skills needed for one job in specific. Due to the lack of English language skills the college should have a mandatory 3 months English course before allowing students to apply for any of the tourism related courses offered at the CTTC. The educational courses should be taught in English and every course should have English language classes as well. Some local community members advocate to include courses on more sectors than tourism alone, such as welding, mechanics and electricity because some of the local community members believe the tourism niche is too small. If the CTTC entry level proves to be too high for a significant amount of the target group, summer courses should be offered by the CTTC to bridge the gap. Another option would be to have secondary schools providing additional English classes to raise the level of English language skills of the target group. The CTTC should differ from existing colleges by offering practical training next to theoretical education, most other colleges only provide one of the two, resulting in an insufficient skill set.

Additionally local community members state that because the CTTC will target the lower educated and lower skilled community members of the 5 Ikona WMA villages, affordable school fees are an important aspect to securing accessibility of the CTTC to local community members. A wide variety of acceptable annual school fees were given, varying between Tzs. 80.000/= mentioned by a young farmer from Nyichoka and Tzs 600.000/= mentioned by a former tourism enterprise employee from Robanda. These local currency amounts would represent an annual school fee between €40,- and €300,- per year per student. SETCO in Mugumu is considered to be too expensive, the annual school fee of Tzs. 700.000/= was confirmed by the community members consulted but they also stated that the total annual costs of an enrollment at SETCO are much higher.

According to the community members SETCO charges additional costs for school uniforms, practical field trips and other expenses, leading up to an estimated Tzs. 1.200.000/= per year. This would be the equivalent of around €600,- per year. The community members mentioned that government schools are often more affordable than private schools and that therefore governmental management and/or ownership might help in keeping annual school fees low. Another way of keeping school fees down according to the community members is to have the Ikona WMA pay a certain percentage of the school fees of students from within the Ikona WMA .

Tourism industry
A boarding school that offers full education with complementary English courses is expressed as desired. The addition of German, French and Spanish language classes would be added value. The CTTC should offer both theoretical and practical training to ensure a complete educational package and aim for the higher skilled jobs. Differences with existing tourism colleges should be related to the quality of education offered, possibly including some kind of cooperation with the tourism sector in regard to internships and practical training. The CTTC should have high quality teachers at its disposal. As long as the quality of training and education can be secured, starting off with offering vocational training by the CTTC will suffice. If securing the needed educational quality presents problems, maybe the efforts to improve the employment of local community members in the tourism industry should be geared towards improving the quality offered at existing colleges instead of starting a new college. Mr. Kenneth from Simba Safari Lodge emphasizes that a CTTC will only stand a chance to compete with existing colleges from Arusha and other places if it starts small. A course at the CTTC should focus on one branch or job and aim for the highest quality possible and secure a good reputation. After that it will be much easier to attract and keep good teachers, adding to the reputation of the CTTC, and expansion to other branches might become realistic.

The procurement of professional teachers is expected to be a problem by the tourism enterprises. Tanzania suffers from a severe lack of good teachers in general, therefore education in this sector is likely to suffer from the same problem. Seth van Bracht from Moivaro Ikoma Tented Camp mentioned he has been involved in an effort to collaborate with VETA on tourism education but he decided to withdraw. The reason given was that VETA was not willing to commit to educating more than +/- 30 students every 5 years, which was considered by Moivaro as hardly a real effort. Grumeti's experience with education and teachers is that good teachers are hard to find and that most teachers are often underpaid and that teachers employed at government schools experience delays in payment. Mr. Kangwe from Thomson Safari believes it might be possible for tourism enterprise employees to teach at the CTTC during low season.

Tourism enterprise union TATO might be in a position to assist in obtaining the right teachers or to act as consultant on education and workshops according to K. Remen. TATO has organized different trainings in the past and has access to trainers and consultants. TATO conducted a

customer-care workshop for all public officials handling tourists at national park entry points. Sometimes TATO is involved in training the staff of their members, for example, drivers and guides, on basic skills such as how to properly answer the phone.

Mr. Maturo from tourism enterprise union TTB states that the school fees of the CTTC should not be kept low just to accommodate the local community members with lower incomes. The CTTC should mainly be focused on providing the right quality and level of education needed for employment in the tourism industry, regardless of the consequences this might have on the school fees. If the level of education needed by the tourism industry would result in an entry level at the CTTC that is too high for most of the target group, offering an additional program should be considered. This additional program should be in place to bridge the gap between the entry level of the CTTC and the qualifications the target group has. Mr. Kangwe suggests the additional program should be an after-working-hours training program, most likely mainly focused on improving English language skills of local community members.

 Mr. Kangwe also states that, if there is going to be a CTTC, it should start with providing broad, general trainings that cover tourism and management in general, hospitality, food processing, conservation, wildlife management, anti-poaching, community development, and cultural tourism. Eventually the level of these trainings should move from vocational training (VETA certified) to college diploma and college advanced diploma. The statement that the CTTC should provide broad, general trainings represents the exact opposite of what the majority of the tourism enterprise representatives and other interviewees with experience in tourism education indicated. The work fields that the courses should cover were acknowledged by other tourism enterprise representatives to be suitable for the CTTC, although anti-poaching requires very little education and the niches for community development and cultural tourism are very small.

District council
The D.C. would prefer a boarding school, this reduces the need to travel for people from further away. Travelling can problematic at times because public transport is unreliable and will cost the students extra money on top of the annual school fees. Annual school fees of a boarding school are higher than the annual school fees of a day school but compared to the transportation costs for students living further away and the annual school fees for a day school combined it will still be cheaper. The CTTC should only offer vocational training, an actual college will require an entry level of students that is too high for most rural applicants. The courses offered at the CTTC should focus on wildlife, conservation, environmental training and hospitality. No specifics were given regarding the classes that should taught at the CTTC besides English language classes.

Ikona WMA
Mr. Makatcha did not express a preference for either a boarding school or a day school. Not much details were given by Mr. Makatcha regarding

specific characteristics the CTTC should have but one of the statements he made was that the college should offer higher level education. Low skilled tourism job training will serve no purpose he says because a short period of on the job training by the tourism industry is sufficient.

He is also convinced that conservation education should have priority over tourism education or that tourism education and conservation education should be combined to secure environmental awareness of local community members. When asked if these should be offered separate and have the future students themselves decide what course to apply for, he admitted reluctantly that conservation education might not be the best choice regarding securing local employment in the tourism industry.

According to Mr. Makatcha there will be no problems acquiring the right teachers, there are a lot of good teachers sitting at home without a job he says. He continues; "If necessary I could teach lessons on conservation and nature management. Before becoming manager of the Ikona WMA I have studied Conservation and Research and have been chief park warden at Ngorongoro National Park he says."

VETA
Mr. Mwaipungu stated that there are guidelines on how to set up a vocational training institute and that VETA has a national curriculum available. Efforts to obtain these guidelines and the national curriculum remained fruitless.

VETA institutes have an annual school fee of Tzs. 1.200.000/= for boarding schools and an annual school fee of Tzs. 600.000/= for day schools. These are standard fees Mr. Mwaipungu said but these might fluctuate depending on whether the schooling facility is private owned or not.

SENAPA
Grace Labora said it would be wise to start with vocational training. Maybe in a later stage it will be possible to expand the education offered at the CTTC with higher education related to natural resource management, tourism and community development. This might be possible in a later stage because since 2006 the number of people in Tanzania completing secondary education has been on the rise she explains.

Tourism colleges
Samwel P. Marwa thinks that the CTTC should be a boarding school, that way it will be able to offer short course training and full education to all students regardless of where the students come from. Offered classes should be wildlife management, tourism and tour guiding. Adding short computer skill courses could be considered, such skills always come in handy he says. The college should differ from tourism college SETCO in classes offered, to avoid competition and to expand educational possibilities for future students. SETCO focuses on hospitality training, the CTTC should focus on tourism and wildlife.

M. Ghendeja believes that the CTTC should focus on providing education that will enable the community to improve whatever the local community members have been doing depending on their environment, for example vocational training that includes tourism and hospitality training, mechanical training, electrical training and plumbing. Offering such vocational training at the CTTC will be good because it will provide diversification of skills.

Flora Hakika suggested that the CTTC should provide training and services in food processing. These skills will make it easier to find employment in the tourism industry and offers opportunities for graduates to employ themselves. Additional courses offered at the CTTC could be educational courses on environment, training for game wardens and wildlife guides. Offering French classes would be particularly useful in food processing jobs. Diversification of the curriculum offered at the CTTC should occur in a later stage and could consist of a mix of short and long courses, which might include anything from cooking skills, baking skills, cake decoration, cleaning, entrepreneurial training, sewing, agricultural skills, mixed breeding skills and herding skills. In response to the sexual harassment problems that occur in the tourism industry, female students should be trained to be confident so they cannot be abused or corrupted.

F. Manongi states that too many schools in Tanzania are focused on higher education, which is beyond the reach of most local community members. Therefore the CTTC should focus on providing a variety of vocational courses and natural resource utilization: teaching agriculture, beekeeping, timber collection, traditional medicine and other things that do not require knowing how to read and write. But because the courses suggested by F. Manongi are not related to tourism, the feasibility of offering such courses was not further studied.

11. Accreditation

Villages
Community members expressed the need for accreditation. The CTTC will have to be accredited to be able to issue valid certificates or diplomas. Valid paperwork issued by the CTTC after completing an education is desired by the community members because they believe it will improve the position of graduates when applying for a job in the tourism industry. How the necessary accreditation should be obtained remained unclear.

Tourism industry
Because any level of education above vocational training will not be realistic, at least not on short term, the CTTC will need to be accredited by VETA the tourism enterprise representatives say. VETA could be supervising the college whereby the students' course certificates will bear the VETA logo, indicating accreditation. But the problem with VETA is that they are overextended and not always capable of delivering the service needed.

District council
The D.C. is not involved in accreditation of schooling facilities. The Vocational Education Training Authority (VETA) is responsible for the accreditation of vocational trainings centers and developed the mandatory national curriculum for such institutes. The National Examinations Council of Tanzania (NECTA) is responsible for the accreditation of primary, secondary and high schools, which will most likely not be applicable to the CTTC unless an additional English language course will fall within that category. If the secondary schools would implement additional English classes, as proposed by the community members under chapter 4.10 College characteristics, level of education and curriculum, accreditation will not be necessary because the existing secondary school are already accredited.

If the D.C. is going to be involved in the development of a (community) tourism training college it will be a vocational training institute, registered at and accredited by VETA.

VETA
VETA is responsible for the accreditation of vocation training schooling facilities. After accreditation the schooling facility is allowed to bear the VETA logo on the certificates issued Mr. Mwaipungu says. Efforts to obtain guidelines on what requirements need to be met by the CTTC in order to obtain official VETA accreditation remained fruitless. After more than two months of communicating with Mr. Mwaipungu on the subject he stated that the guidelines as well as the national curriculum are still under development and therefore not available. He did state that examination of the CTTC curriculum will be part of the accreditation process.

Tourism colleges
Depending on the level of education offered, different institutes arrange the accreditation of schools. If the CTTC is going to offer vocational training VETA should be contacted to arrange accreditation. To obtain accreditation, the education offered at the CTTC needs to be in line with the national curriculum. It is possible to develop a curriculum independently but an independently developed curriculum does require approval from the Ministry of Education according to Samwel P. Marwa. Dr. Prof. James Spillane acknowledges the procedure of developing a independent curriculum. He developed an independent curriculum for the course General Tourism Management at SAUT and the curriculum needed to be approved by the Ministry of Education. The process of approval took 6 months.

Flora Hakika suggested seeking VETA support but did not mention any institute in relation to accreditation, nor did any of the other tourism college representatives.

12. Resources available

Villages

As mentioned in chapter 4.2. Capacity and input, on personal level the capacity and available resources of local community members are almost non-existent. But village government already sponsors successful students that enroll at other colleges, this indicates that there is some money available on village level to improve educational standards. Also some community members stated that if the VG's are unable to fund the project completely, maybe the Ikona WMA or some of the tourism enterprises can partially fund the project. The idea of the Ikona WMA partially funding the CTTC is widely shared among community members. On the question if the Ikona WMA has the financial resources needed to (partly) fund the CTTC no answer could be given.

Having some of the tourism enterprises financially involved is not appreciated among all. Some local community members fear that such involvement will result in an unfinished project if a management shift at the involved tourism enterprises would occur before completion of the CTTC. Some local community members also fear that the tourism enterprises become too influential when they are financially involved with the CTTC.

Tourism industry

In general the tourism enterprises consulted are not interested in making financial resources available for the CTTC. Assistance in curriculum development was offered by Eliphas Mussa from Moivaro Ikoma Tented Camp, as well as possibly teaching at the CTTC because he has experience as a teacher, but efforts to communicate with him on this matter after the interview failed. Location manager Kenneth from Simba Safari Lodge mentioned the possibility of sponsoring students on their school fees, but only if these sponsored students can be employed for a certain period of time at the enterprise that helped to pay for their education after graduating. The other tourism enterprise location managers either expressed possible support by providing traineeships for interns of the CTTC or did not express interest to any form of support at all.

Mr. Maturo from the TTB states that if the institute is going to be a CTTC it might be possible to acquire support from donors in terms of funds and experts. According to him these donors could be UNESCO, the NGO's And Beyond and Conservation Corporation Africa and TANAPA. Especially TANAPA has a good track record of community development initiative support he says. However, he also states the Ikona WMA member villages should be able to establish a CTTC without any financial support from donors because the Ikona WMA generates enough income for these communities to do so.

K. Kangwe from Thomson Safari suggests that companies might be able to donate desks or offer a dispensary, clean water or other social services to the Ikona WMA communities. Perhaps every tourism company could commit to doing so for two villages each. He continues by saying that tourism enterprises could provide sponsorship to students, perhaps sending them to Arusha for education, if a CTTC proves unfeasible.

Serena Hotels is willing to attend a stakeholders meeting on a CTTC according to J. Mwamakulah. However, as far as community outreach and education programs are concerned, Serena Hotels is currently not involved in such programs.

Mr. Makinda from Mbugani Camp is also Secretary of the Tourism and Hospitality Professionals Association; this is a new tourism enterprise union located in Dar es Salaam. The association focuses on how to improve standards for the tourism industry. Mr. Makinda is certified as a teacher and he has registered a school with VETA before. He says he might be available for consultation and to teach short 1-2 week course modules. He has taught short course modules in the past for Mt. Meru Tourism Training School.

Village governments
According to the VG representatives the main resource needed for a CTTC is money. Without the needed financial means nothing will be achieved. Many schools in Tanzania have problems with providing good quality education because they lack access to the right teachers and teaching materials Mr. Manyaki says, this issue can be (partially) avoided if sufficient funds are available to the CTTC. An indication of the amount of funds needed by the CTTC could not be given, VG's are not aware of such details the representatives state.

The VG's should be able to provide the funds necessary to establish a CTTC the VG representatives say but they also point out that none of them have experience with setting up a schooling facility and are therefore largely unaware of the costs involved and that the VG's currently sponsor successful students to study elsewhere. The possible financial involvement of the Ikona WMA and/or tourism enterprises was often mentioned.

It is unclear what financial resources are exactly needed, therefore it remains unclear if the needed financial resources are available. In addition, the Ikona WMA has severe management issues. At this moment all the 5 member villages have started a procedure to impose a management switch. The current management is causing financial transparency problems, extended its length of stay without the consent of Ikona WMA members and fails to share important information, the VG representatives claim. Therefore assuming that the Ikona WMA is capable of support and providing resources might be a risky assumption.

According to the Tourism Enterprise Mapping field report conducted by IBDI in 2011 the Ikona WMA distributes 80 million Tanzanian shillings (€ 40.000,-) of tourism industry fees each year among the 5 Ikona WMA villages. This money is handed over to the VG's of the 5 Ikona WMA villages. The VG of Makundusi receives an estimated additional 100 million Tanzanian shillings (€ 50.000,-) each year from private contracts with the

tourism industry and the VG of Robanda receives an additional 340 million Tanzanian shillings (€ 170.000,-) each year from private contracts with the tourism industry. VG's of the Ikona WMA villages do not account to their community members on the utilization of these funds nor do the VG's have the capacity to organize effective utilization of these funds. As a result it remains unclear what these funds are used for and if there are funds available for the establishment of a CTTC.

District council
At this moment no resources are available from the D.C. and they are not aware of any available resources by other stakeholders. The D.C. is not willing to support the CTTC financially but there might be some funding opportunities by other parties, such as the tourism industry. Assisting with setting up a meeting between all the stakeholders might help regarding obtaining a clearer picture on the resources available to the CTTC. Mr. Zonzo agreed to assist with setting up such a meeting.

VETA
Mr. Mwaipungu could not provide any details regarding the situation of the CTTC because no proposal has been delivered to the Project Development office of VETA. But he did state that VETA could provide service in finding teachers and help with providing teaching materials that will help in keeping the costs of establishing a CTTC down. But only if the CTTC passes the final inspection executed by VETA.

SENAPA
SENAPA might be interested in (partially) funding the construction of the CTTC, if the correct procedures are followed and if the CTTC fits within one of SENAPA's programs. What the procedures exactly are remains unclear but seem to be formality and will need further looking in to. If the CTTC fits within one of SENAPA's programs depends on the judgment of the COP department. Grace Labora pointed out that the involvement of SENAPA generally only consists of sponsoring the construction of a building and no support regarding teachers, teaching materials or other forms of support are provided for by SENAPA.

NGO's
The consulted NGO's did not express that there are any resources available from their side regarding the establishment of the CTTC.

13. Management and ownership
Villages
Regarding management and ownership the same issue occurred as when discussing the location of the CTTC with local community members. Management could be shared between the 5 Ikona WMA villages but ownership should go to the village where the CTTC is located. Having one village owning the CTTC would result in unequal positions between the 5 Ikona WMA villages. Again, only a few local community members

consulted deviated from the statement that one village should own the CTTC. These few community members prefer either the same procedure and structure that resulted in the establishment of the Ikona WMA or there should be some form of shared ownership. This shared ownership could be ownership between the 5 Ikona WMA villages or can consist of a private-public-partnership, a so called PPP. Who the partners of a PPP should be and what procedure should be followed to establish a PPP remains unclear. Some local community members state that collaboration with the D.C. or a private institute such as tourism college SETCO are viable options, others reject these propositions. They fear that the involvement of the D.C. will affect the ability to make quick management decisions regarding the CTTC. The involvement of a private institute such as SETCO would give an outside party too much influence on village matters, in this case the CTTC. The involvement of tourism enterprises regarding management and ownership of the CTTC is perceived to be undesirable because it would give the tourism industry too much leverage local community members state.

Tourism industry

Because the experience of tourism enterprises is that private school graduates have received better quality education compared to graduates from government schools, the tourism enterprise representatives would prefer the CTTC to be a private school. Who exactly should own it and what the management structure should be like was not specified.

Village governments

The opinions of VG representatives regarding ownership are less uniform than most other topics. Nata Mbiso VEO Hamisi Machandi advocates government ownership of the CTTC to avoid any social disputes between the Ikona WMA villages. Shared ownership might be possible as well, also to avoid social disputes between the Ikona WMA villages, but it remains unclear what kind structure would be best. Maybe the same structure as with the Ikona WMA can be implemented but because that institute is experiencing difficulties at the moment, following the same procedure might not be the best solution he says. Julias Matwiga, VEO for Makundusi, is convinced the only way to determine what ownership structure would work for all Ikona WMA villages is to set up a meeting to discuss the matter. Mtoni Manyaki thinks that the Ikona WMA should own the CTTC. The Ikona WMA is already in shared ownership by the 5 Ikona WMA villages, therefore anything owned by the Ikona WMA is property of all Ikona WMA villages, removing any ground for disputes. Moses M. Nguhecha, VEO of Park Nyigoti also considers shared ownership an option, but if that proves to be impossible the CTTC should be private owned. So in general the details regarding ownership vary per village government, but there is a trend. Representatives either want some kind of equally shared ownership, and if that proves impossible, they prefer an uninvolved third party to own the facility. That third party either being the government, a private institute or the Ikona WMA . The fact that all the village government representatives want to avoid unequal local ownership between the Ikona WMA villages shows that rivalry and strive is high among the Ikona WMA villages and that unequally shared ownership might have serious social consequences.

District council
The D.C. votes for governmental ownership, the D.C. itself to be specific. This way both initiatives (the idea of constructing a CTTC and the D.C. plans to create a vocational tourism college in Mugumu) can be merged and no issues will arise between the Ikona WMA villages regarding ownership Mr. Zonzo explains. He also thinks the chances of successfully establishing a tourism training college are higher when both plans are merged. Mugumu will be selected as location and the D.C. is granted ownership of the tourism college. Whatever the final decision regarding ownership, a meeting should be planned between all the village representatives to inform them on the subject ownership. This should remove most grounds for disputes afterwards.

Ikona WMA
According to Mr. Makatcha the CTTC should be private owned but he did not elaborate on why the CTTC should be private owned.

VETA
A CTTC can be a government or private owned institute and still be a VETA institute Mr. Mwaipungu says but he could not say if either form would have consequences on the support offered by VETA to the CTTC.

SENAPA
Grace Labora advocates a private owned CTTC. She says the Tanzanian government is impossible to work with because it does not function properly, therefore a government owned CTTC should be avoided.

Tourism colleges
Samwel P. Marwa advices against collaboration with third parties for funding and support in order to avoid funders claiming ownership of the CTTC. Running a school (SETCO) has proven to be difficult he says and involvement of third party funders will limit the capacity to make management decisions quickly.

Samwel P. Marwa does not know who should have ownership of the CTTC, maybe a PPP can be a solution. One of the problems with the Mara Region is that people are very talkative in regard to development but that well intended initiatives often end in fights and conflict. Therefore choices regarding management and ownership should be made carefully.

According to Flora Hakika ownership and management of the CTTC should not be placed at village level or even the D.C. A partnership with VETA and SENAPA could be a good alternative since those two institutes have the necessary capital to operate the CTTC she says.

F. Manongi advocates that the CTTC should form a partnership with the D.C. but that it is structured in such a way that it avoids bureaucracy. MWEKA College has a separate governing body to avoid having to go to the Ministry of Education itself for all the decision making.

14. Sustainability and social acceptability

Villages

The community members see no issues regarding the economic sustainability of the CTTC, they are convinced that the CTTC will be able to operate independently after establishment. The community members also believe the establishment of a CTTC will have no negative natural or social impact on the environment. Interesting though is to observe that most community members claim that their village is the best location to construct the CTTC. To justify the statement of their village being the best location, community members often mention other development projects or facilities present in the other villages and that the CTTC should therefore be established in their village. As a result, even though the community members themselves claim there will be no negative social impacts, it seems that the location of the CTTC might have an impact on social relations and competitive strive between the Ikona WMA villages.

Tourism industry

Depending on its location, a CTTC might have an impact on social relations between the Ikona WMA villages tourism enterprise representatives say. Every village will want the college to be located on their land. Community members and village governments will most likely see securing their land as location as an achievement and a priority, even when their location of choice might affect the functioning of the CTTC. Choosing a central location outside any of the villages' land might avoid this problem. Economic sustainability will likely not be a problem as long as educational quality can be secured. If this is not the case, economic sustainability will probably become an issue due to a low number of enrollments and competition with other colleges that have a good reputation. But high quality education will not fully guarantee the economic sustainability of the CTTC. Richard Ndaskoi from Grumeti explains; We offered an English language course for community members, which was provided by a good teacher, but still the course suffered from a lack of result due to a low number of enrollments. Because of the lack of enrollments the project of offering an English language course to community members was terminated two years ago. The tourism enterprise representatives do not find it likely that a CTTC will have a severe negative impact on its natural environment.

Village governments

No VG representative expressed concerns regarding economic sustainability as long as the facility can provide good quality education. The VG representatives are also convinced that a CTTC will have no negative natural or social impact on its environment. Quite the opposite they say. Tourism education will increase awareness among community members on their natural surroundings and an improvement in their livelihood will

surmount any social disputes regarding management, ownership or the location of the CTTC. Mr. Machandi would like to see government owned CTTC to avoid any social disputes between the 5 villages. But still the VG representatives would not appreciate involvement from the D.C. because they fear that the involvement of the D.C. will slow the process of establishing a CTTC down. That is also one of the reasons why the VG representatives do not favor Mugumu as location of the CTTC, see chapter 4.9 Location.

District council
The D.C. did not express much faith in a community owned college in a rural area such as the Ikona WMA and are therefore not positive about the economic sustainability of a CTTC. Social acceptability is high as long as social issues regarding management, ownership and location can be avoided, but according to Mr. Zonzo that is easier said than done. The possible merging of the CTTC and the D.C. tourism college plan, the uncertain social impact a CTTC will have and the uncertain economic sustainability of a CTTC in a rural area such as the Ikona WMA are some of the reasons why the D.C. advocates for Mugumu as location for a tourism training college.

Ikona WMA
The CTTC will have no problems with economic sustainability as long as the quality of education is secured. Social acceptability might present some minor problems regarding rivalry between the Ikona WMA villages but these should be addressed by meetings between VG representatives. Mr. Makatcha advises to just go ahead, start the CTTC and adjust along the way.

SENAPA
No problems regarding the economic sustainability of the CTTC or the impact the CTTC will have on its natural and social surroundings were mentioned by Grace Labora, as long the college is not government owned and not located in one of the 5 Ikona WMA villages. If the CTTC is government owned it will affect the functioning of the college and if the CTTC is located in one of the 5 Ikona WMA villages it will create social problems between the 5 villages she says.

NGO's
As mentioned under chapter 4.9 Location the FZS believes that a CTTC located in the Ikona WMA will have an ecological footprint. In addition Daniel Jamat states that the economic sustainability will decrease if a rural area is selected as the location of the CTTC. A rural location will lack the infrastructure needed by the CTTC and therefore diminish the position of the CTTC to compete with other tourism colleges located in the bigger cities.

Dennis Rentsch adds to this by saying that locating the CTTC in one of the 5 Ikona WMA villages will cause social problems because the other 4 villages will complain that their communities benefit less from the CTTC in comparison to the village where the CTTC is located. The community

members and VG's will reject Mugumu as the location of the CTTC, claiming that Mugumu and the D.C. can't be trusted but in reality the 5 Ikona WMA villages don't trust each other either. The national government of Tanzania pushes for decentralization but decentralization will only be feasible to a certain point, too decentralized and the CTTC will not be able to function anymore.

Tourism colleges
Economic sustainability will (partially) depend on acceptable school fees Samwel P. Marwa says. Acceptable school fees depend on the target group characteristics and what services are offered at the CTTC. If the CTTC has to be cheaper than other tourism colleges, the annual school fee should not exceed Tzs. 800.000/=. This equals around € 400,- per year. If the CTTC is able to secure some kind of annual grant, lower annual school fees might become achievable. Without any additional financial support Tzs. 600.000/= is likely to be the absolute minimum annual school fee in order for the CTTC to be able to sustain itself, not looking at what consequences this might have for the quality of education offered at the CTTC. Samwel P. Marwa advises that the CTTC secures annual grants. In addition the CTTC could offer short courses skill training to secure extra income.

Besides having access to sufficient funds and charging acceptable school fees the CTTC will encounter problems regarding the procurement of good teachers, which will have an influence on the economic sustainability of the CTTC. Tanzania lacks schools that train teachers and therefore there are very few professional teachers available. There is one school that trains teachers in Morogoro but that school only offers vocational training. Students meet their teachers only once a month off-campus and the quality of training received is generally very poor.

Flora Hakika argues that sustainability depends on quality and level of education offered at the CTTC. If the quality of education offered is insufficient, students will not enroll and the CTTC will not be able to sustain itself. Prof. Dr. James Spillane shares this opinion. He states that offering a lower level of education will not be attractive to students from other areas and will not aid the CTTC in gaining a good reputation. A good reputation will be necessary because the local applicant pool from just 5 villages will be too small to sustain a continuous flow of students and graduates. A CTTC offering a low level of education will not be attractive to good teachers as well. Therefore the CTTC should offer the highest quality of education possible, even if this means higher annual school fees. She agrees with Samwel P. Marwa that it is difficult to find qualified trainers and teachers in the hospitality industry in Tanzania. Flora Hakika suggests that the CTTC should bring in partially qualified teachers and send these teachers abroad for training. If this is not possible, either teachers should be attracted from Europe or the CTTC will have to settle for VETA graduates employed as teachers.