

Community conservation training for the Uganda Wildlife Authority

Training report 2019

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Acknowledgements

Many thanks to the Uganda Wildlife Authority for supporting the training and all the delegates who took part in the 2018 and 2019 training sessions.

About the project

For more information about the project Implementing park action plans for community engagement to tackle illegal wildlife trade, visit

www.iied.org/park-action-plans-increasing-community-engagement-tackling-wildlife-crime

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Introduction

The Uganda Wildlife Authority (UWA) is collaborating with the International Institute for Environment and Development (IIED) on the four-year project '[Implementing park action plans for community engagement to tackle illegal wildlife trade](#)'. The project is funded by the UK government's IWT Challenge Fund. It involves an annual training course for the UWA's Community Conservation Unit (CCU) which aims to build capacity in key skills for engaging communities in protected area conservation and to improve coordination of community conservation programmes with law enforcement activities.

The first training course was held in March 2018 and covered the broad range of skills necessary for undertaking community conservation activities, including communication, mobilisation, conflict resolution, Monitoring and Evaluation (M&E), and gender assessments. Staff feedback was that it gave them good foundational knowledge and the training in the project's second year should focus on priorities for their work, especially conflict-management and project planning (Appendix A; B).

Originally the training programme was arranged for five days, to cover in-depth training on both conflict-management and project planning. However, this plan was revised in order to maximise the number of people who could benefit from the training, and a three-day training programme was organised. The aims of the training were to:

1. Build on the foundational course of 2018 by providing refresher sessions on key topics such as reporting, as well as in-depth training on conflict management.
2. Provide 1-to-1 feedback to each staff member on their areas of strength and their areas to improve.
3. Empower CCU staff to raise their profile as a strategic and necessary department within UWA in preventing and reducing wildlife crime.

The second training course was held in March 2019 at the Mweya Education Centre in Queen Elizabeth National Park, Uganda. The programme (see Section 2 for an overview) included updates on the recently revised UWA Community Conservation Policy (which is supported by the IWT-funded project), classroom-based training and group work, a field trip, and sessions by UWA's Monitoring and Evaluation Team. It also included sessions for staff to complete their Training Work Plans (Appendix C) to think through and record how they will apply their learning to improve their work. The Community Conservation Warden's Assembly was held the day after the training finished. At this training certificates were presented and 1-to-1 feedback given.

The primary trainer was Mrs Eunice Duli (Associate Consultant of ESIPPS International). The supporting facilitators were Mr George Owoyesigire (Director Community Conservation, UWA), Dr Adonia Bintooro (Director Community Conservation, UWA), Mrs Pamela Anying (Senior Community Conservation Officer, UWA) and Dr Julia Baker (IIED Technical Advisor). The training delegation totalled 31 individuals, which included Community Conservation Wardens from protected areas across Uganda, as well as two Law Enforcement Wardens to encourage closer working between the two units.

Some delegates from the training in the first year had been moved into different departments within UWA; their places were allocated to other CCU staff which meant that there were 13 staff who were new to this training programme. The training sessions were adapted so that new staff were trained on the foundational concepts covered in the first year, while staff who attended last year's training could advance their knowledge.

The training was funded by the UK Government's IWT Challenge Fund with additional funding from UWA.

2019 training overview

The training programme is summarised below.

Time	Day 1	Day 2	Day 3	Day 4
Morning	Welcome and introductions	Conflict Resolution by the Common Ground Approach: sharing lessons learnt	Conflict Management Group Work	Community Conservation Assembly with the Training Certificate Ceremony and 1-to-1 staff feedback
	Refresher: the concept of Community Conservation	Conflict Management Part One		
	The revised Community Conservation Policy and the Human-Wildlife-Conflict Management Strategy			
Refreshments				
Morning	Staff reflections on challenges and successes since the 2018 training	Conflict Management Part Two	Conflict Management Group Work	Continued
Lunch				
Afternoon	M&E Unit: feedback on CCU Wardens' reporting	Developing indicators on the CCU's support for law enforcement	Field trip	Departure
Refreshments				
Afternoon	Collecting data on preventing and reducing wildlife crime	Conflict Management Part Three	Group reporting back on field trip tasks	

Day One

Community conservation and reflections from 2018 training

Dr Adonia Bintooro welcomed participants to the training and gave an overview of community conservation (CC) and its importance to conserving Uganda's protected areas. He described challenges facing UWA's CCU and key areas of focus for the CCU. Adonia gave an update on the revised Community Conservation Policy and the new Human Wildlife Conflict (HWC) Strategy. This included that the revised Community Conservation Policy had been submitted to the UWA Board for approval following a series of consultations across Uganda, which represents a tremendous achievement by the CCU and heralds the importance and value of the CCU to UWA.



Dr Bintooro giving the opening session for the Community Conservation Training (Baker, 2019)

Dr Julia Baker ran a session on '2018 Reflections' where delegates reflected on the key challenges they faced during 2018, and their key successes from 2018. Working in groups, each delegate shared a key success or a key challenge. Their colleagues asked them the reasons for their success or challenge. Through questioning using a series of 'whys', each group identified the main reason underpinning the success or causing the challenge. The aim was for delegates to be aware of how not to take situations at face value, but to identify the root causes – as by doing so, they will be better able to overcome the challenges and to achieve more successes. An example of this 'why' questioning technique is shown in Table 1, and an example of the groups' presentations are shown in Table 2.

Table 1. An example of using the 'why' questioning technique to identify the root cause underpinning a challenge to the Community Conservation Unit

Challenge to the CCU	To be able to effectively and promptly respond to crop-raiding incidents in order to minimise conflicts with local communities.
Why	Why are you not able to respond effectively or promptly?
Answer	<i>Because of limited CC staff numbers to cover such a large area of this national park and because of a lack of transport for the CC staff that are there.</i>
Why	Why are there limited CC staff and lack of transport?
Answer	<i>Because we do not receive sufficient budget from senior management.</i>
Why	Why do you not receive sufficient budget from senior management?
Answer	<i>Because senior management believe that law enforcement is a higher priority to tackle wildlife crime.</i>
Why	Why do senior management believe that law enforcement is a higher priority to tackle wildlife crime?
Answer	<i>Because they have M&E data showing that law enforcement reduces wildlife crime but they do not have the equivalent data for CC programmes.</i>
Why	Why do they not have the equivalent data for CC programmes?
Answer	<i>Because CC Wardens and Rangers pass information they receive on wildlife crime to law enforcement rangers who then report it, but they do not report it themselves.</i>
Notes	While asking 'why' can continue in this example, it illustrates how the initial answer of 'why' not being able to respond effectively or promptly to HWC is <u>not</u> the root cause of the challenge facing the CCU.

Table 2. An example of the group presentations on the 'why' questioning technique to better understand the root causes underpinning their challenges and successes

Challenge	Human wildlife conflict
Why	Is HWC a major challenge to community – park relations?
Answer	Because HWC interventions are not effective
Why	Are HWC interventions are not effective?
Answer	Because of a lack of community participation in the HWC interventions
Why	Is there a lack of community participation in the HWC interventions?
Answer	Because the communities believe that the wildlife belong to UWA and so UWA has the responsibility to address the HWC problem
Why	Do the communities believe that the wildlife belong to UWA?
Answer	Because they were not involved in the creation of the Park and currently the conservation education awareness programmes do not address this issue
Why	Why do conservation education awareness programmes not address this issue?
Answer	Because there is a lack of coordination between the HWC interventions (many of which are run by NGOs) and the conservation education awareness programmes undertaken by UWA's CC wardens and rangers
Root cause	<i>A key root cause is this lack of coordination between NGO-run interventions for HWC and the UWA programmes on conservation education</i>

Monitoring and evaluation

Mrs Susan Namuli gave feedback on the CC reporting since her M&E session during the first year's training. The improvements in reporting that she noted since the first training included:

- Increased reporting on outputs using performance indicators in the General Management Plans.
- Reporting on achievements against targets in the Annual Operating Plans for each protected area.
- Reporting against the agreed budgets.

While these were notable improvements following the first year's training, Susan also identified continued mistakes in reporting. These included going into unnecessary detail (for example describing that the vehicle got stuck on the way to a community meeting); a lack of data analysis that, in turn meant the reports were lacking in recommendations based on evidence from the field. In addition, a major barrier that Susan identified to effective reporting is that M&E is perceived as a compulsory task, rather than an invaluable management tool. Susan finished her presentation with a series of practical recommendations for delegates to further improve their M&E reporting.

Tackling wildlife crime

Julia summarised research by M. Anagnostou that assessed UWA staff perceptions on the conditions under which local people report wildlife crime, using Murchison Falls Conservation Area as a case study. The research can be downloaded from:

<https://drive.google.com/file/d/1jkdKvVMC1iZMzGh79QSfCtgpSLJCaijk/view?usp=sharing>

Key findings of the research included that:

- Bushmeat hunting is the most commonly reported wildlife crime to CC staff
- Many CC staff receive wildlife crime intelligence on a daily basis during the dry season (when bushmeat hunting is highest)

- CC staff most commonly receive reports from people who believe that they directly benefit from the national park.

The research concluded that CC staff play a vital role in tackling wildlife crime.



Mrs Namuli giving feedback to the delegates on their reporting (Baker, 2019)

Julia described how this IWT-funded project is supporting the CCU to raise its profile within UWA, including transparency on the Unit's invaluable contribution towards wildlife crime. Julia then led group work on quantifying the CCU's contribution towards wildlife crime – each group identified challenges and how these can be overcome, as well as the opportunities and how these can be achieved. Findings from the group work are summarised in Table 3.

Discussion then continued until 19.30 hours, demonstrating the importance of this topic to the delegates but also the sensitivities and potential conflicts surrounding it.

Many delegates described how they gather valuable information on wildlife crime through their interactions with communities, but that this contribution is not recognised within UWA as there is no formal reporting of it. As one delegate remarked, "law enforcement takes the spotlight", and the requirement for the CCU to record this contribution was acknowledged. A few delegates gave examples of how they are reporting their support for law enforcement, for example at one protected area, the CC Warden reported on her sensitisation meetings in communities where poachers are known to live. Following which, many poachers came forward voluntarily to be part of 'reformed poacher groups' and seek alternatives to poaching. But these reports are ad-hoc and only by individual CC Wardens who are actively reporting the information, whereas a formal reporting mechanism is required for consistency, standardisation and data analysis.

Table 3. Summary of group presentations on challenges and opportunities to quantifying the CCU's contribution towards tackling wildlife crime

Challenges	How the challenges can be overcome
Successful intelligence reports are not accounted for within the CC reports	Lobby UWA management for recognition that CC sources of wildlife crime intelligence are valuable to law enforcement and provide the necessary budget to support the CCU accordingly
CC sources of wildlife crime intelligence are always given second priority so there is a delay in the response by the LE Unit, meaning that often the opportunity (eg to make an arrest) has then gone	Engender good working relations between senior law enforcement staff and CCU staff within UWA so this cascades down to improved joint working at the Park level. Harmonisation and teamwork between LE and CCUs, giving credit where it belongs. Building trust within UWA in the intelligence information provided by the CCU
CC reports do not have provisions for reporting intelligence; quantifying wildlife crime is not a specific deliverable for the CCU	For the CC reporting template to incorporate monitoring and management of illegal activities as well as wildlife crime intelligence); to develop a template for capturing data on wildlife crime; to include quantifying wildlife crime as one of the CCU's deliverables; to update the SMART database to record sources of wildlife crime intelligence; to minimise militaristic approaches when undertaking intelligence operations
Inadequate financial support	Boost financial support for this aspect of work by the CCU
Fear of exposing fellow staff	Build capacity of staff to report without fear
Limited skills to analyse wildlife crime intelligence information	Undertake training for CC staff in using wildlife crime intelligence
Opportunities	How to gain the opportunities
There is good will by local communities to report intelligence on wildlife crime	Providing feedback to local communities when they provide intelligence, especially to build trust. Ensure protected area benefits reach the target communities; create community ownership of the CC programmes; Partner with NGOs and other stakeholders specifically on the links between CC programmes and wildlife crime
There are many interest groups amongst local communities to engage in PA conservation, eg wildlife scouts; resource users; tourism enterprises	Regular engagement with these interest groups to maintain their motivation for PA conservation, and engagement on managing wildlife crime especially by empowering these groups in strategies within their communities to prevent then reduce wildlife crime
Some law enforcement staff are willing to take action on wildlife crime intelligence by CC staff	For the CCU to work more closely with the Law Enforcement Unit eg create a column within the law enforcement reporting template to record the source of wildlife crime intelligence

Several delegates raised concerns about the burden of additional reporting requirements, saying that they already have too much to report such as revenue sharing monitoring, resource access monitoring, as well as their monthly and quarterly reports. Delegates discussed whether the law enforcement units should report the information they received on wildlife crime, for example by amending law enforcement (LE) reports to include data entry on the source of intelligence. While this was considered a possibility, many wanted to directly report the information themselves to be able to monitor the effectiveness of their work. One delegate showed how Open Data Kit ([ODK](#)) enables reports to be made using smart mobile phones, which reduces the burden of reporting (as being used at Murchison Falls National Park for the park action plan element of the IWT-funded project).

However, ODK requires suitable mobiles, a comprehensive set-up with a process (eg who is collecting the data) as well as training. Other delegates discussed whether they can use WhatsApp as they already use this regularly to communicate with each other.

One group started to use the phrase “CC intelligence” but this raised concerns amongst some delegates, who argued that this confuses CC work with law enforcement, whereas the core work of the CCU is to build trust and good relations with local communities to engender their support for protected area conservation. By building trust and good relations with local communities, CC wardens and rangers do gather information on wildlife crime that they pass to the law enforcement staff – but their core work is with the communities (ie not gathering intelligence). All delegates recognised the importance of not confusing the issue; as one delegate stated, “how this new reporting is communicated is just as important as the reporting itself”. Discussions focused on describing this as “the CCU’s support for law enforcement to tackle wildlife crime” in order to emphasise this is support only (ie not the CCU’s main work), and it is the main role of law enforcement teams to tackle wildlife crime.

Some delegates stated that tackling wildlife crime, and reporting on it, is the job of law enforcement teams. But other delegates described how, through their work as CC Wardens, they have people in local communities who only report wildlife crimes to them (and not to law enforcement staff) and how they ensure these ‘informers’ are protected. Extensive discussions continued on what is evidently a sensitive, delicate issue for the CCU, especially to find the balance between being recognised as essential to tackle wildlife crime, but not becoming intelligence officers where everything they do is to gather intelligence. Rather continuing with their core work of building trust and good relations with communities for the long-term conservation of protected areas.

Another issue raised by the delegates was that law enforcement teams do not act immediately when CC staff give them intelligence on wildlife crime from local communities. Reasons given included that law enforcement teams do not trust the validity of information from CC staff, or at the same time have intelligence from their formal network of informants that they prioritise. By the time they do act, the situation on the ground has changed and the opportunity to arrest offenders has passed.

A few delegates raised the issue when internal UWA colleagues undertake wildlife crime, and the difficulty of reporting colleagues and of whether to report them and then record that a report has been made. All agreed that such situations require severe punishments and to adhere to the current process of dealing with such situations.

While all issues were not resolved, the discussions concluded with agreement that the CCU should develop indicators that capture its support to law enforcement, so that reporting is standardised and consistent while ensuring no clashes with law enforcement colleagues.

Day Two

Adonia began the day by asking delegates to reflect on their learning from Day One. Many delegates described how they will be improving their M&E reports, and how they will keep asking 'why' to only act when they understand the root causes rather than taking situations at face value. Others talked about the importance for the CCU to develop indicators to record their support to law enforcement, but not to clash with the work undertaken by law enforcement teams. Mr George Owoyesigire gave the opening remarks of the day. This included updates to various strategic documents at UWA Headquarters that are to filter through to General Management Plans of protected areas. He also described challenges to the CCU, which included monitoring the impact of revenue sharing especially given the extent of money distributed to communities (eg 4.3 billion schillings are being distributed to communities around Bwindi Impenetrable National Park). George concluded with a number of recent successes by the CCU, including the revised CC Policy (which Adonia described in Day One) and that UWA Senior Management has recently approved the recruitment of 100 skilled CC rangers to boost CC resources

A common-ground approach to resolving conflicts

Olivia Birra and Aurelia Kyarimba (CC Wardens) shared their learning from a recent course on conflict resolution that they attended. This included the 'common ground' approach to resolving conflicts that occur between people who are not enemies as such, but face a conflict between themselves. The common ground approach is based on core values that include fairness; empathy; humanity and humility. It involves finding aspects that both individual share and have in common, such as values, religion, family situations and so on. In conflict situations, people can react with anger which in turn can escalate to violence. Whereas first understanding the other person as an individual human-being with values the same as yours, will help to resolve the conflict peacefully and with a solution that generates a win-win for everyone.



Mrs Birra and Mrs Kyarimba leading the 'Common Ground' session (Baker, 2019)

Conflict management

Mrs Eunice Duli ran a series of presentations and group work exercises on conflict management. Eunice started by emphasising the importance of effective communication for CC staff to ensure that the communities have realistic expectations, as often conflicts arise when communities do not feel as though UWA has met their expectations. Example conflict situations from protected areas around Uganda were discussed, with delegates proposing how they would address the conflict to Eunice who gave them feedback. Eunice discussed the definition of conflict management, and how successful management of conflict (including preventing conflict from occurring in the first place) can lead to positive outcomes. She showed photographs of the delegates undertaking group work during Day One, showing how body gestures can appear as dominating that, in turn, can easily be misinterpreted with negative consequences. Eunice concluded with interactive sessions on 'PINS' looking at the *position, interests and needs* of various stakeholders involved with conflicts, as well as role playing for delegates using conflict situations common to protected areas across Uganda.



Mrs Eunice Duli leading conflict management group work (Baker, 2019)

Developing indicators on tackling wildlife crime

Following extensive discussions during Day One on how the CCU can report its support for law enforcement to tackle wildlife crime, Julia introduced a session to progress the conclusion of those discussions – the CCU should develop indicators that show (and enable quantification of) the CCU's support for law enforcement, but indicators that do not burden CC staff with additional reporting and ensure that the CCU retains its core purpose of working *with* local communities on protected area conservation (rather than purely undertaking CC programmes to gather intelligence). In groups, delegates drafted indicators on all the CCU's support for law enforcement to tackle wildlife crime.

Each group considered different types of indicators including those on activities (eg number of meetings held with reformed poacher groups) and those on outcomes (eg arrests made following intelligence gathered by CC staff). They also considered who collects the data and over what timescales, whether others are involved in the data collection, as well as data analysis, for example:

- the number of wildlife crime intelligence reports that CC staff receive – which leads to
- the number of law enforcement patrols made in response to these reports – which leads to
- the number of arrests made from these patrols.

The groups proposed various indicators, which all illustrated the extensive support that the CCU makes towards law enforcement, but also the necessity to select a small number of key indicators that represent all this support so as not to over-burden reporting requirements for CC staff. A summary of the indicators proposed by the groups is shown in Table 4. Feedback from the CC staff based at UWA's headquarters was that this is an excellent starting foundation and they will work with UWA's M&E Unit to refine the indicators for formal issue.

Indicator	Category/Activity	Collection Method	Staff Involved	Frequency	Responsible Parties
Arrested encroachers Planting food crops in PA.	Outcome	No. of people arrested, acres cleared - No convicted	CC-rangers & Wardens	Per Month	L-E Intelligence L-G
Reports on areas with food crops in PA	Activity	- No. of Monitoring Visits / Assessments - Types of crops planted & Acres Affected - People Involved	CC-rangers and M+E Staff	Per month	L-E Monitoring Staff
REPORTS on illegal Pit Sawing / Pole Cutting	Activity	No. of people tree spp. cut Method of cutting & People who are cutting	CC-rangers & Wardens	Per quarter	Forest technician, Scouts, Community monitor resource users.
Implements recovered & Arrests made from CC reports	Outcome	No. of Implements No. of patrols made & arrests No. of convictions & sentences secured.	CC-Staff Intelligence Investigators	Per Quarter	communities L-G staff, police forest technician.

Indicator	Category/Activity	Collection Method	Staff Involved	Frequency	Responsible Parties
Hunting Implement/Arrests recovered	Activity	Number of community operated patrols - Number of community clean up exercises - Number of patrols conducted by communities.	CCRs - Warden cc	Weekly	- Community w/s - Community groups - Local leaders - Law Enforcement
Arrests of suspects	Active Outcome	Number of prosecution and Caution made - No. of Patrols	- CCR's - wcc - intelligence staff - investigators	Monthly	- Community w/s - Community groups - Local leaders - Law Enforcement - Prosecutors
Rescued wildlife trophies	Activity	Number of animals and trophies rescued	- CCR's - WCC	Weekly	- Community groups - Local leaders - Community w/s - Law enforcement
Report of Court Cases and Prosecution	Outcome	Number of suspects prosecuted	- Prosecutors - Law enforcement - WCC	Monthly	Community wildlife Scouts
Community Reports on illegal activities	Outcome	Number of reports on illegal activities	CCR's - WCC - Comm w/s	Weekly Monthly	- Community groups - Community w/s - Local leaders.

Group work on developing indicators on tackling wildlife crime (Baker, 2019)

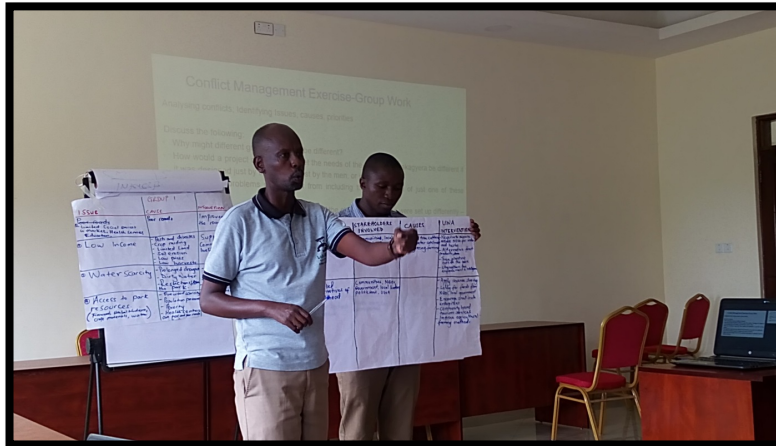
Table 4. Summary of group presentations on indicators for the CCU to record its support for law enforcement to tackle wildlife crime

Indicator	Type of indicator	Data to collect	Who collects the data	Timescales of data collection	Others involved
Hunting equipment recovered from the PA	Activity	No. of LE patrols; No. of wildlife crime intelligence reports; No. of hunting equipment recovered	LE and CC staff	Weekly	Local leaders and communities
Arrests of suspects; N. of arrests	Outcome	No. of patrols and then No. of arrests, cautions, prosecutions made from CC provided intelligence on wildlife crime	CC staff	Monthly	LE staff
Rescued wildlife trophies	Outcome	No. of wildlife trophies recovered from CC provided intelligence on wildlife crime	CC staff	Monthly	LE staff
Community reports on illegal activities	Activity	No. of community reports	CC staff	Monthly	LE staff
Sensitisation meetings on anti-poaching & poaching incidents	Activity Outcome	& No. of meetings matched with n. of poaching encounters by LE staff on patrol	CC staff	Monthly	LE staff

Day Three

Conflict management

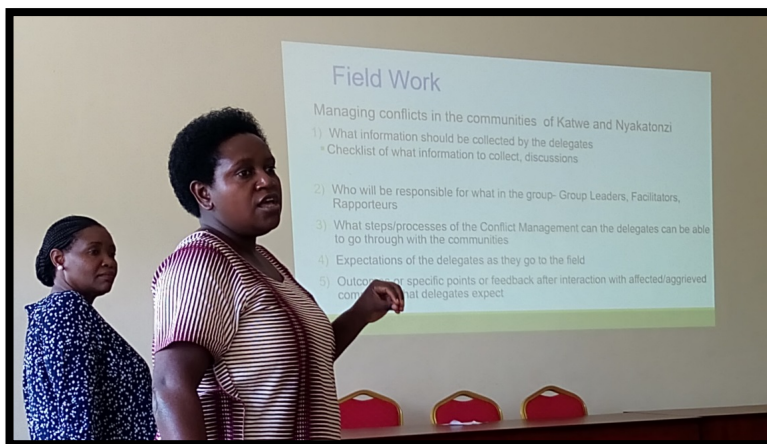
Eunice lead group work on identifying causes of conflicts between protected area staff and local communities, including the various members of local communities involved with park-community conflict and the 'Position Interest Needs' (PINs) of each as an approach to help manage and resolve the conflicts. There was also role playing where one delegate was the Chief Warden of the national park and another delegate was from a local community who faced conflict with the park; after which all other delegates and Eunice gave feedback.



Group work on managing conflicts between national parks and local communities (Baker, 2019)

Field work

Eunice prepared the delegates for field work with communities around Queen Elizabeth National Park. One group visited a fishing village and the second group visited a village where crop raiding commonly occurred. Each group explained to the communities that they were visiting from other protected areas within Uganda and here to learn from the communities about the conflicts they faced with the national park. The groups then discussed with the communities the various conflicts, with the aim to understand the root causes of the conflicts and develop a plan on how these conflicts can be managed and resolved. Back at the training venue, each group leader presented what they had learnt and their proposals for managing the conflicts with support from other delegates within their group. Eunice and the facilitators gave feedback on their findings, as well as how the delegates interacted and communicated with the communities.



Preparing the delegates for field work (Baker, 2019)

Community Conservation Assembly

Adonia and George led the Community Conservation Assembly. The Assembly included reflecting on the four-year training programme being coordinated by UWA with IIED and how it is developing key skills and knowledge for the CC staff, and on the importance of reporting and M&E to fully show all the work and achievements by the CCU to senior management within UWA. It also included various updates of programmes that the CCU is involved with, including new software being developed for field staff to digitally record incidences on Human Wildlife Conflict that are then automatically sent to Headquarters. After the Assembly, a ceremony was held for delegates to receive their training certificates and their 1-to-1 feedback forms, which had been completed by the facilitators after observing the delegates throughout the training and included feedback for CC Wardens identified as trainers to train junior and new staff members to the CCU.

During the Assembly, delegates were given 1-to-1 feedback on their learning during the training (see the form in Table 5). They were also given a feedback form to rate the quality of the training and the aspects that they found the most useful well (at the time writing this report, we were collating the feedback forms, which will inform the next training in the third year of the project).

Table 5. UWA Community Conservation Training 1-to-1 Delegate Feedback Form

Delegate Name
Job Title
Protected Area
Trainer Feedback
Areas of strength
Areas to improve
Additional notes including skills potentially required for CC work (eg investigation and interpretation)

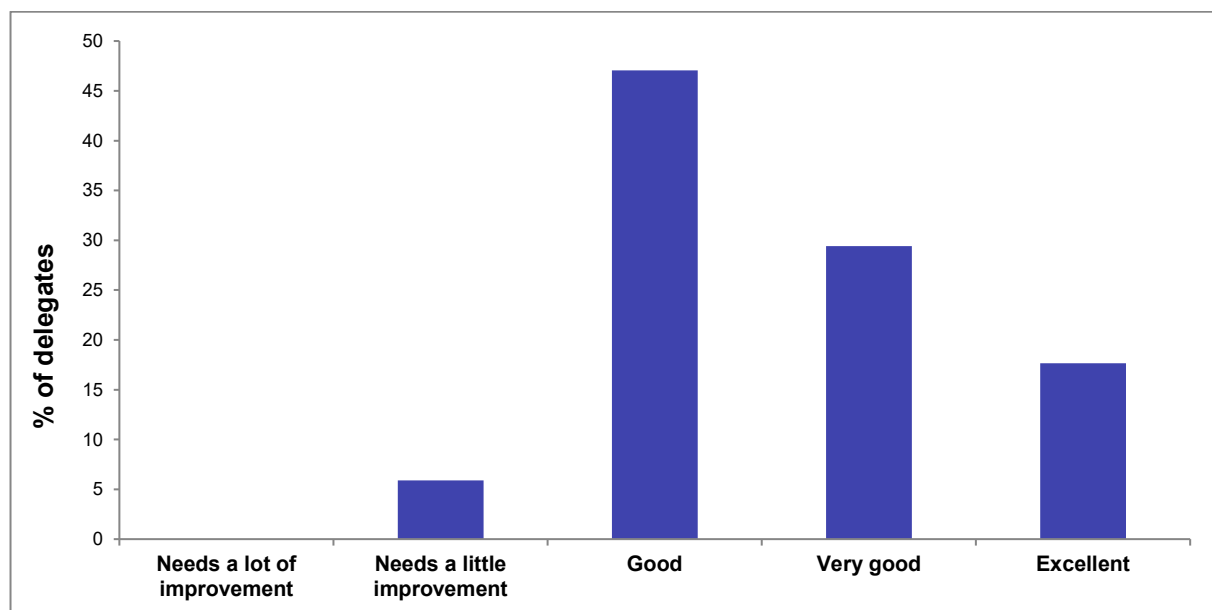
Appendix A: Delegate Feedback on the Year 1 Training

At the end of the first year's training in March 2018, delegates asked to submit feedback on the training and to reflect on their learning. The feedback form was anonymous, and their responses are summarised below.

Please describe the overall quality of the training event

Nearly half of the delegates rated the training as 'good', with 30% of delegates rating the training as 'very good' and 17% as 'excellent'. A few delegates (6%) felt that the training needed 'a little improvement' and no delegates thought that the training needed 'a lot of improvement' (Figure A.1).

Figure A.1 Delegates feedback scores on the overall quality of the Year 1 training



When asked to comment on the overall quality of the training, many delegates described their enjoyment of the interactive and participatory sessions. They also said that each module taught key skills for their community conservation work. Some delegates stated that the time for each module was not enough; while many topics were covered, all were covered briefly with only an introduction to each module given (Table A.1).

Table A.1. Delegate feedback on the overall quality of the Year 1 training

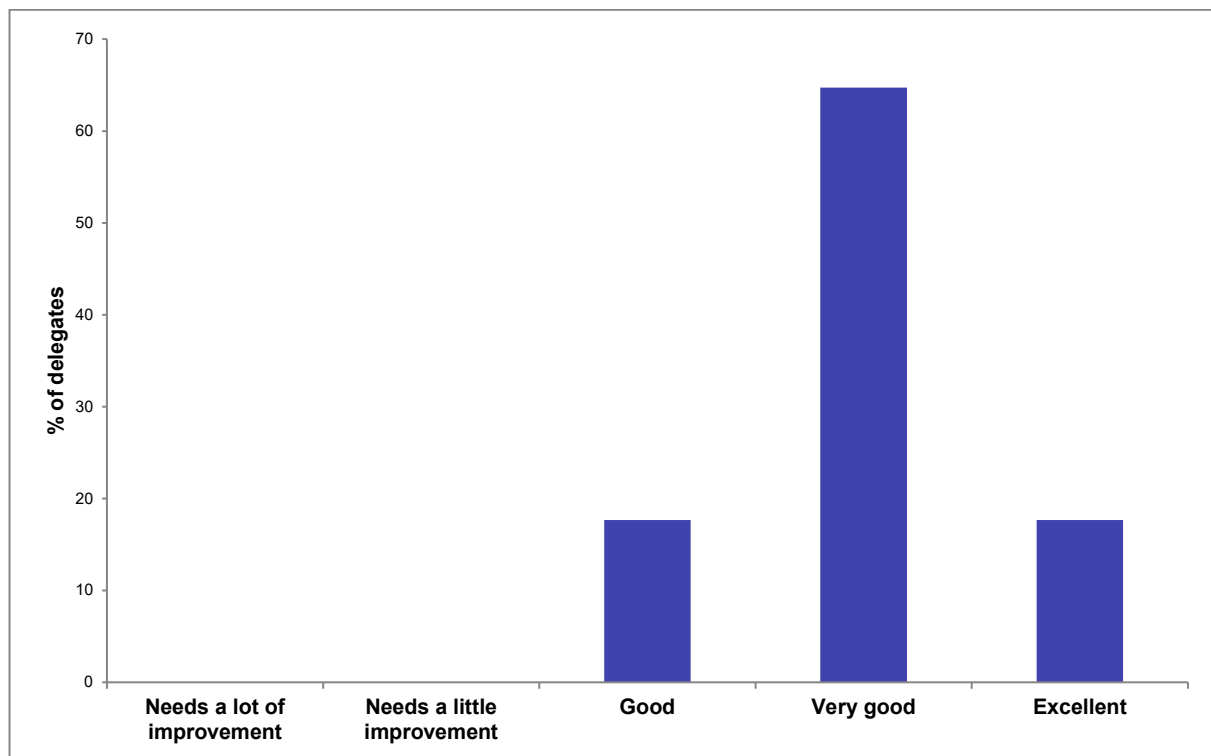
- The training dealt with the real and daily practices and challenges we meet in our workplaces. It was very relevant and at the time we needed it.
- It was participatory involving all participants in the discussion, the different method including the different method including the presentation, the role play. The facilitators were knowledgeable about the subject.
- The training was good because the skills I got I will put into practice and will improve my skill.
- Throughout the training sessions, facilitators were very clear and knowledgeable whereas the trainers were also very active in class and interactive. Meals were very good and other services including staff.
- The trainers were prepared with necessary skills and equipped with information.
- Choice of topics was relevant, facilitators were hands on.
- It was toward the major areas of my work and bridged some of the major gaps.
- It was participatory, both theory and practical and learning lessons.

- The facilitators had knowledge on what they were teaching.
- All the modules covered are relevant to community conservation work, we shall have improved communities supporting wildlife conservation.
- It would have been excellent but after sharing the program there were some continuous changes in the program making some modules not exhaustively shared.
- Facilitation was good and all trainers were knowledgeable about the topics handled.
- The training was good with examples that are practical. The field work gave the trainees first-hand information. Time allocated for each module was not enough.
- Environment was conducive, with real life situations and demonstrations.
- Training was very good because people were working without knowledge on what they were doing but now they have learned the skill to use at work.
- The training and facilitation were good, and everyone participated and were eager to learn more and more.

Please describe the quality of the teaching methods

Most delegates (65%) rated the teaching methods as ‘very good’, and equal numbers rated the teaching methods as either ‘good’ or ‘excellent’ (17% for each score). None of the delegates thought that the methods needed any improvement (Figure A.2).

Figure A.2 Delegate feedback on the Year 1 teaching methods



When asked to comment on the quality of the teaching methods, again many delegates highlighted the interactive and participatory sessions, saying that they learn far more from these sessions. They also described learning from the end-of-day discussions on how they will apply their learning to their work. Delegates also enjoyed the variety of teaching methods including role plays and the field trip (Table A.2).

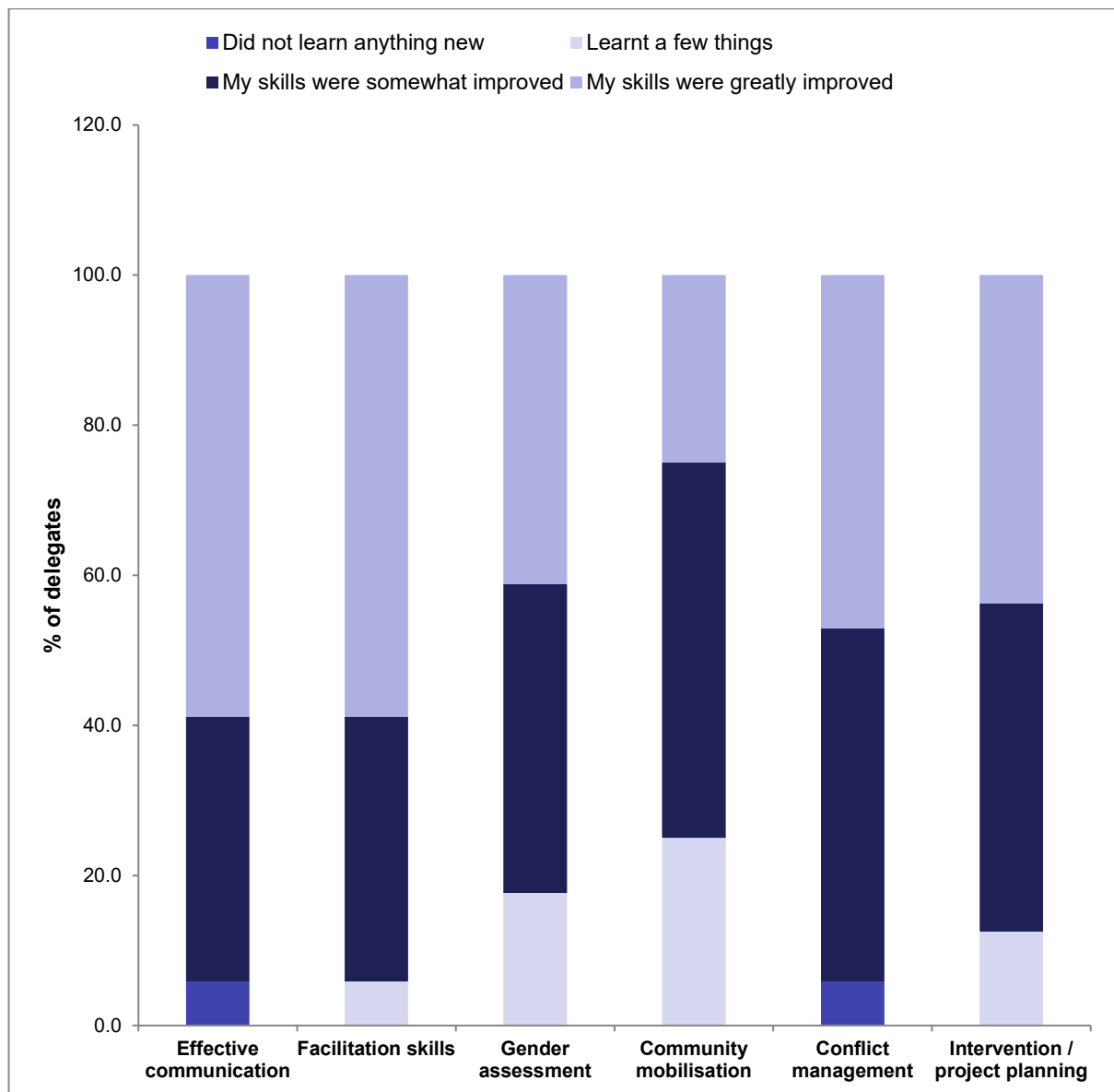
Table A.2. Delegate feedback on the quality of the training methods in Year 1

- There were practical and participating methods using relevant and usual experiences in the field of work.
- The continuous discussions after every model and the assessments helped to improve the understanding and memory.
- Because there was nice explanation and I understood most of the issues.
- Need to domesticate concepts into real field experiences relating issues to practical field application.
- Yes, there presentations, role play and field visits applied
- Because it was participating so the training was inclusive and practical.
- Practical exercises, skills and lectures combined well.
- I was able to understand and relate them to my situation whereby they fitted and so they are going to help me greatly.
- The appropriate training methods were appropriate because the facilitators were experts in their fields and also evaluation at the end of each topic to know wherever participants understand.
- The facilitators used all the appropriate skills to see to it that the participants understood.
- The training involved group discussions that allowed everyone's participation.
- Role plays, demonstration/illustration and ice breaking intervals made the training lively.
- Incorporating a range of methods, presentations, role plays, participations and group discussions enabled learners to understand topics better.
- The presentations were clear, role plays/field work made the training easy and practical.
- We had practical situations to express the methodologies and learning from each other in groups, role plays and field work.
- The facilitators applied all the methods they were teaching us during the training. In the facilitation they used the same skills they were teaching us.
- They applied very good methods of participation and practical experiences.

Please describe whether the training improved your skills or knowledge

For each module, delegates were asked whether they had learnt anything new or whether their skills had improved. Effective communication and conflict resolution were the only modules where a few delegates felt that they did not learn anything (6% of delegates per module). But the effective communication module, with the facilitation module, had the highest number of delegates (59% per module) who felt that the training had 'greatly improved my skills'. For the other modules, numbers of delegates who considered that each module 'somewhat' or 'greatly' improved their skills were similar (Figure A.3).

Figure A.3 Delegate feedback on their learning from each module



Please describe the most valuable module and why

Most delegates highlighted the modules of conflict management and effective communication as being most valuable to their work. They described how they face conflict issues on a daily basis, and how their work revolves around being able to communicate with a variety of stakeholders. Other delegates found the gender assessment module was the most valuable, pointing out the new skills and tools that they had learnt, whereas a few delegates found the module of facilitation skills to be the most useful (Table A.3).

Table A.3 Delegate feedback on their most valuable modules

Module	Most valuable aspect
Conflict management	<ul style="list-style-type: none"> • It is the most challenge I meet in the execution of my duties on almost a routine basis • I learnt about the tools used in conflict management • I naturally had basic knowledge on handling conflict but after the training I can confidently say that I have a deeper skill • These skills are used and important in community engagement • New tools gained • It's what I interface in the process of carrying out my duties especially caused by the problem animals
Facilitation skills	<ul style="list-style-type: none"> • This is key in my day to day work • Were very interesting and reflecting on the ground • These skills are used and important in community engagement
Effective communication	<ul style="list-style-type: none"> • Gained day to day practical experience in the field • Before training I did not know that there is need to have a goal before meetings, whereas all stakeholders are important • I came to realise the gaps I had and how they can be improved • Were very interesting and reflecting on the ground • They touched on the duties of the CCU • These skills are used and important in community engagement
Gender assessment	<ul style="list-style-type: none"> • Addressing gender concern in my field activities have been a challenge • New tools gained • This is key to my daily work • My work includes different gender needs • In Uganda, wildlife authority gender issues are key so this will open their eyes
Project planning	<ul style="list-style-type: none"> • Because it has detail issue to addressed
Conflict management; communication; listening; facilitation	<ul style="list-style-type: none"> • These are interconnected and require you to understand situations in depth. Analyses of the needs and interests of players drives towards solutions

Please describe the least valuable module and why

When asked which module was the least valuable, most delegates said that all of the modules were essential to their work on community conservation. Other delegates explained that the modules themselves were useful, but the time allocated to the training was not sufficient. While having training on a variety of modules gave them foundational knowledge on several topics, the disadvantage was that there was not time to go into the details of each topic (Table A.4).

Table A.4 Delegate feedback on their least valuable module

Module	Most valuable aspect
None	<ul style="list-style-type: none"> • All were essential • All what was discussed were important • Each aspect was good and valuable • All were essential • None
Conflict management	<ul style="list-style-type: none"> • The teaching was not detailed enough as this is a key issue
Gender assessment	<ul style="list-style-type: none"> • It involves cultural factors that were not fully discussed • The time allocated was not enough • There is a need to go into the details of this important topic

Please describe how the training can be improved for Year Two

Most delegates said that the next training should focus on fewer topics (especially conflict management), so that they can advance their skills beyond the introduction given by this Year 1 training. Delegates also said that the training programme should include both classroom and field-based learning; to cover training on funding applications; and, to focus the training on current community conservation challenges as these regularly change (Table A.5).

Table A.5. Delegate feedback on how the training can be improved for Year Two

<ul style="list-style-type: none"> • The schedule should be broken into two parts to enable detailed learning (enough time). • Should be rolled down to other staff esp. CCRS and top management who make decisions. • We learnt a lot from the field work. Next time we could allocate some more time to this. • Some time we could still be put on the funding proposals considering that the community conservation usually have limited funding, with this skill, we can then be able to gain other funding to be able to carry out important activities to achieve our objective. • Time schedule should be appropriate so that issues are understood (not rushing with other issues). Training should have included some CCR so that knowledge is also given to them at the right time. • Facilitation is inadequate (financially). • Facilitators should be guided by UWA management on current conservation challenges being faced in the field in order for them to bring practical exercise. Conservation challenges are changing. There should be enough time allotted for the participants to explain their situation on the ground (enough time for the discussion). • Now that we have learnt the basics of all, next time we can make the training more detailed. For instance, conflict management and resolution, and writing project management proposals. • The future training weeks to improve on allocating sufficient time to the topics, these were topics which are wide so time allocation was minimal. • Next time we give more time to fewer topics including project management, project funding proposals, conflict management. • There is need to handle topics in detail especially conflict resolution because it is one of our key objective in community conservation. Community intervention (project planning) is also very vital because most times the community interventions we are involved fail. There is therefore need to have a detailed training in planning/project proposal formulation. This will also enhance our chances of seeking funding as CC programs are generally underfunded in UWA. • The training needs more hands on activities like field work, so that participants can be able to integrate on what was taught in class and the actual events taking place in the community. • Time allocation should be enough to cover more detailed discussions and field work. Thank you very much.

- Selection of venue should be very convenient next time such training is organised with places of convenience near for both facilitators and learners.
- Pick on two important topics and cover them in details for more information eg conflict resolution and project planning.
- We can handle one full topic in detail with hands on experience where it has succeeded included some videography also. Other small topics that can be essential in fulfilment of the major topic but less days more practicals.
- When few subjects are taught it is easy for people to master fast and forever what they have been taught rather than many they are going to forget with in no time.
- The training should have enough time to train learners in detail. It will be good to take a few modules but exhausted in detail as well as involving and experiencing real field practice.

Appendix B: Year 1 Delegate Pre- and Post-Training Skills Assessment

Before and after the Year 1 training, delegates were given a skills assessment form to complete anonymously. The assessment involved delegates rating their skills on each module of the training, with the aim to evaluate whether delegates felt that the training improved their skills. In administering the assessment, it was emphasised that the results were anonymous and only to evaluate the effectiveness of the training. This was to minimise the risk that delegates felt the assessment was a personal evaluation (and so would answer that they have high levels of skills).

The pre-training skills assessment was completed by 21 delegates and the post-training assessment by 17 delegates.

Delegates' skills assessment in each training module

See Figures A.4 and A.5.

The most notable improvement was in gender assessments skills: before the training, almost half of the delegates said that they had yet to develop skills in gender assessment whereas none did afterwards. Also, 14% of delegates felt that their gender assessment skills were 'good' before the training. This increased to 44% after the training.

Delegates also felt that their skills in communication and facilitation had improved from the training, for example:

- Before the training, 53% of delegates felt that their communication skills were 'good' whereas after the training, this increased to 82%.
- Before the training, 33% of delegates felt that their facilitation skills were 'good' whereas after the training, this increased to 82%.

The assessment showed some delegates felt their skills in conflict management had improved, although not to the same extent as the other modules:

- Before the training, 10% of delegates felt that they had yet to develop any skills in conflict management, whereas none did so after the training.
- Before the training, 48% of delegates thought that their conflict management skills were 'good' although a similar number did so after the training.
- Before the training, 5% of delegates rated their conflict management skills as expert and this increased to 13% after the training.

Figure A.4 Pre-training skills assessment by delegates

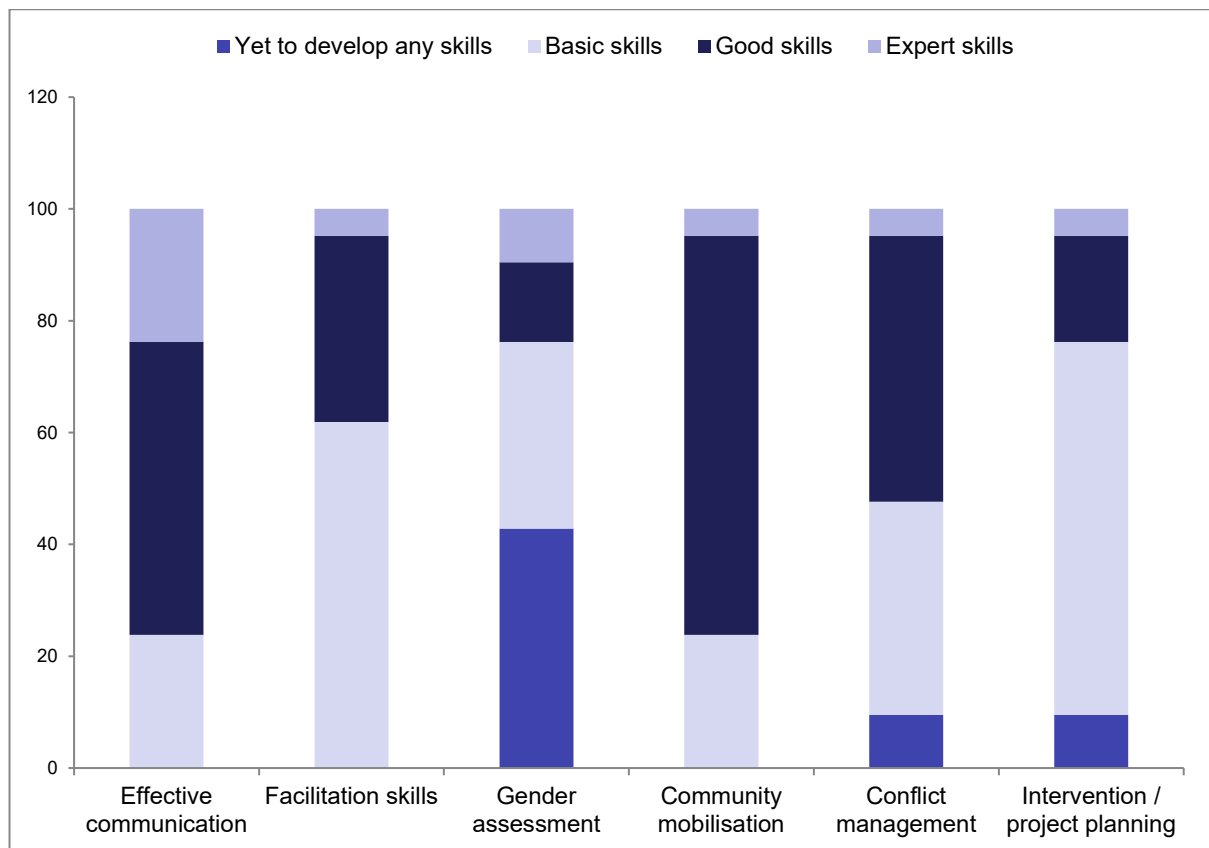
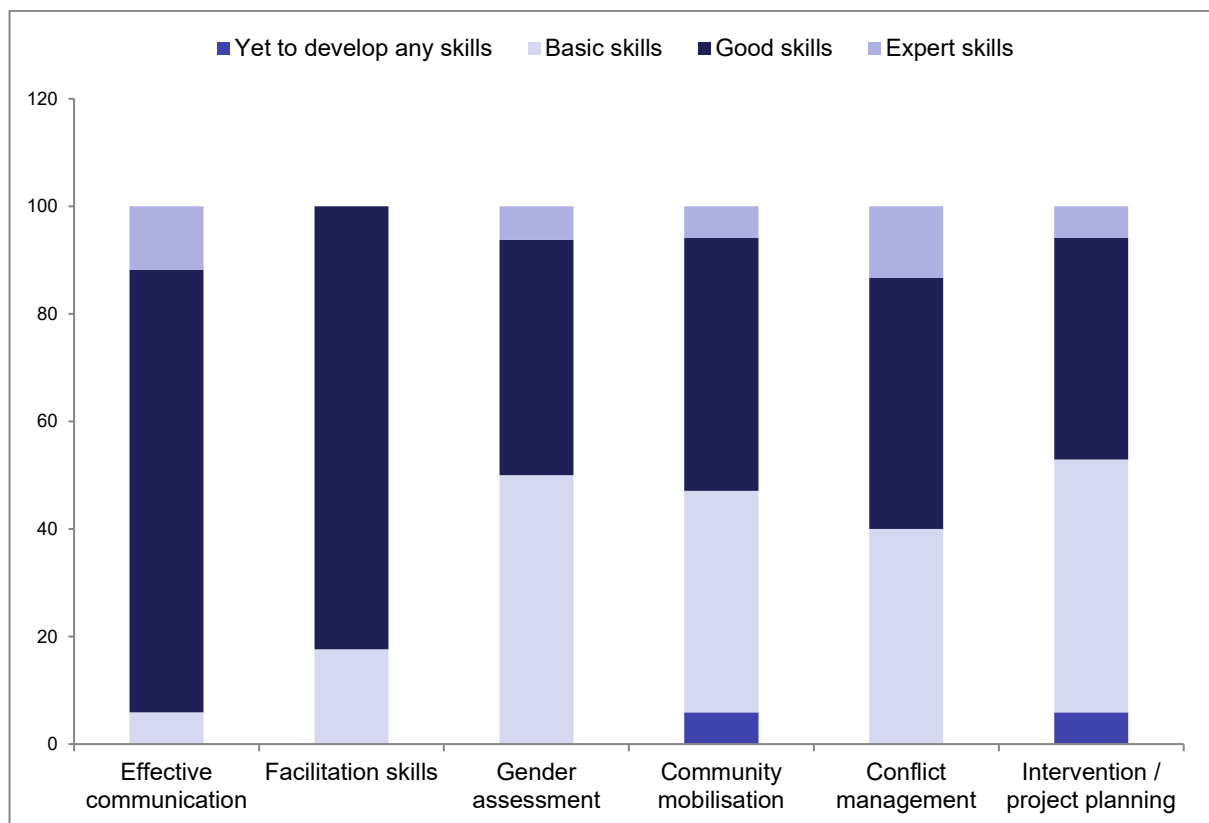


Figure A.5 Post-training skills assessment by delegates



Delegates’ assessment of key skills in community conservation

See Figures A.6 and A.7.

Before and after the training, delegates were asked to rate their skills in 12 key areas of community conservation as either: very strong; good; fair; limited or very limited. As with the previous assessment, this was anonymous and emphasised as being only to evaluate the effectiveness of the training (and not a personal evaluation).

The results show that, overall, delegates felt that their skills had improved after the training. The most notable improvements were in communication, listening, facilitation, gender assessments and conflict management, for example:

- Before the training, 25% of delegates rated their communication skills as ‘very strong’ and this increased to 59% after the training.
- Before the training, 24% of delegates rated their listening skills as ‘very strong’ and this increased to 65% after the training.
- Before the training, 47% of delegates rated their facilitation skills as ‘good’ and this increased to 71% after the training.
- Before the training, 25% of delegates rated their gender assessments skills as ‘good’ and this increased to 53% after the training.
- Before the training, 14% of delegates rated their conflict management skills as ‘very strong’ and this increased to 35% after the training

Figure A.6 Pre-training skill assessment by delegates

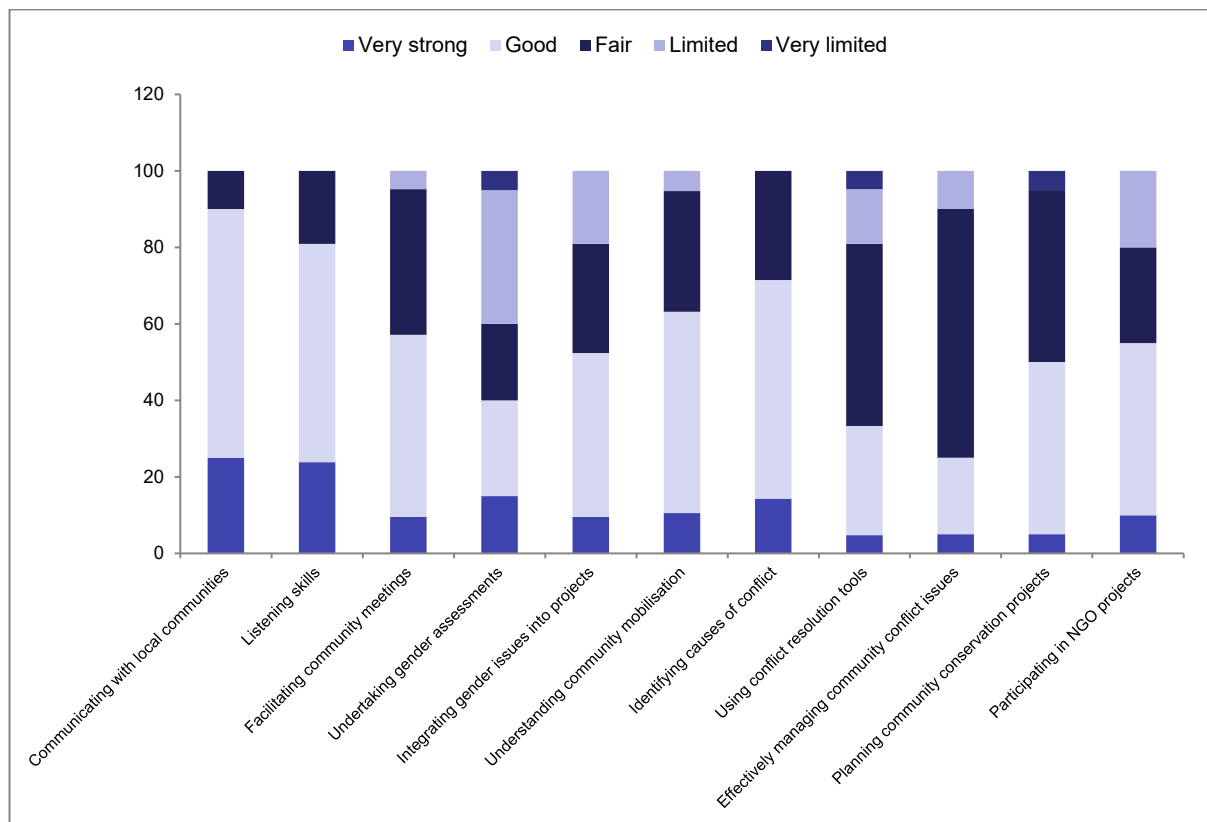
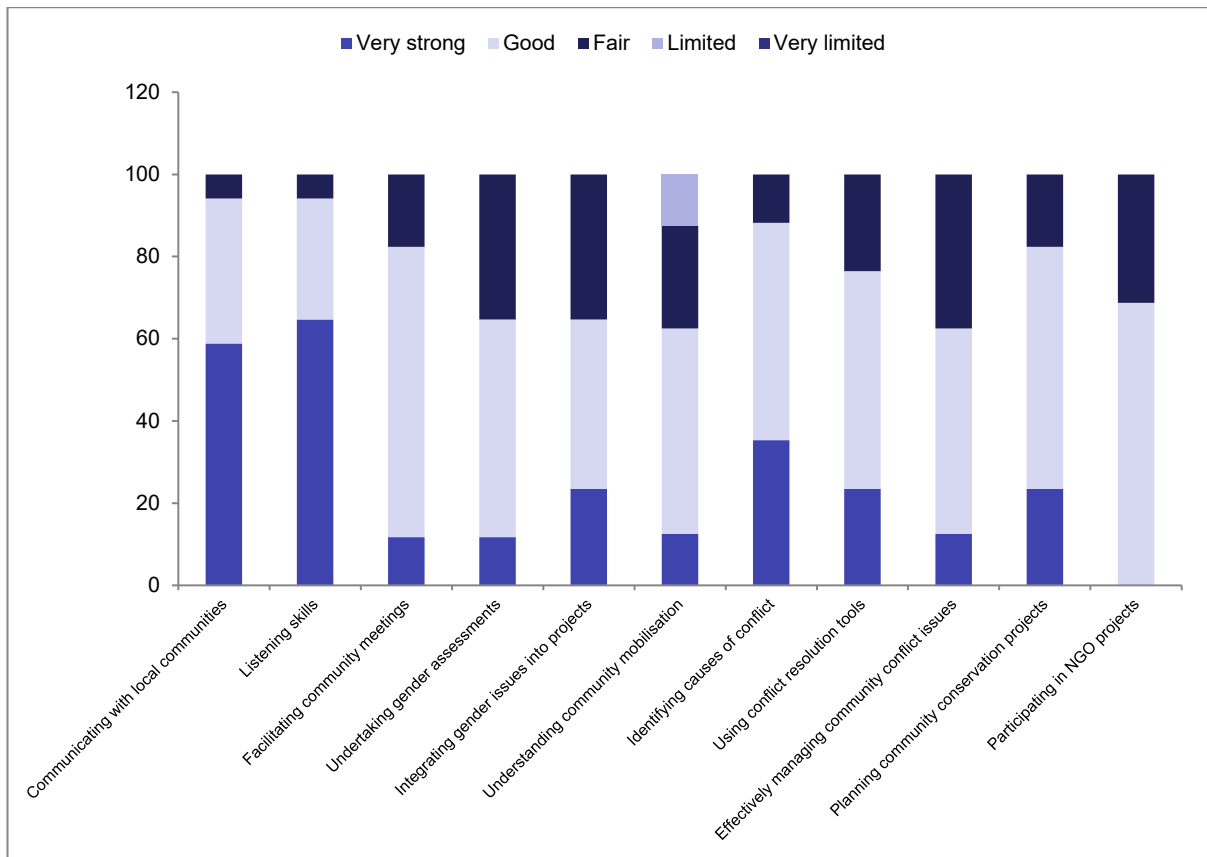


Figure A.7 Post-training skill assessment by delegates



Appendix C: Delegate Work Plan Templates

Note: these are condensed versions of the work plans purely for illustration purposes.

Module: UWA Community Conservation Reporting

My key learning

How I will apply this learning in my work

Module: conflict resolution

My key learning

How I will apply this learning in my work

Module: Project Planning

My key learning

How I will apply this learning in my work

The four-year project 'Implementing park action plans for community engagement to tackle illegal wildlife trade' includes an annual training course for the Uganda Wildlife Authority's Community Conservation Unit staff. The training aims to build capacity to engage communities in protected area conservation, and to improve coordination between community conservation programmes and law enforcement activities. This report summarises the proceedings from the second training workshop in March 2019 and includes feedback from the first training workshop in March 2018.



Project Report

Biodiversity

Keywords:

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