COMMUNITY CONSERVATION WARDENS TRAINING REPORT
2021

23RD AUGUST TO 8TH SEPTEMBER 2021

Picture of participants and facilitators at the western region training workshop in Mbarara. Credit: UWA
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1.0 INTRODUCTION

The Uganda Wildlife Authority (UWA) is a government agency that is mandated to manage wildlife resources and protected areas. The mission of UWA is “to conserve, economically develop and sustainably manage the wildlife and protected areas of Uganda in partnership with neighboring communities and other stakeholders for the benefit of the people of Uganda and the global community”. The institution takes charge of 10 national parks and 12 wildlife reserves under its jurisdiction. In order to effectively execute its mandate, UWA requires a strong, competent, qualified, professional and self-motivated workforce that is well equipped and facilitated. In this regard, therefore, it is vital for the agency to invest in building the capacity of staff to effectively execute their duties.

Against this background, UWA, with financial and technical support from International Institute for Environment and Development (IIED) identified the training needs, developed and implemented a training program for Community Conservation (CC) Wardens. This was very important because CC wardens deal with community-protected area related issues such as human-wildlife conflicts (HWCs), conservation benefits to neighboring communities, conservation education and awareness and above all act as liaison officers that present community issues, needs, interests and views to protected area management and give feedback to neighboring communities. Therefore, in a bid to build their capacity to effectively implement CC programs; a three phased training program was developed in 2018. In collaboration with IIED, UWA have successfully held two training sessions covering a broad range of topics including: communication, community mobilization, conflict resolution, performance monitoring and evaluations, and gender assessments. After the first phase, a training evaluation exercise was carried out to generate the views of the participants. In response to the CC Wardens’ feedback, the second session was designed to provide more in-depth and hands on training on conflict resolution, and project planning and management, as skills in these fields were considered essential in the execution of CC activities.

After the second phase, the participating CC wardens were once again asked to evaluate the training and provide feedback on the course content and how the training could be improved. Based on the results of the evaluation exercise, the training program for the third session was reviewed to meet the needs of participants. However, as the third training session was about to commence, COVID 19 led to global lockdown and restricted movement of people. As a result, the training was postponed to 2021.

As soon as the lockdown was partially lifted in Uganda, the third training session was organized, but this time based of the Ministry of Health Standard Operation Procedures (SOP). Unlike the previous training sessions, where all Wardens gathered in-person, the
third training sessions were organized in line with rules that meant only smaller groups could be trained in order to adhere to the required social distance requirement and to minimize close contact. Consequently, UWA conducted three regional training sessions as follows; in Gulu for Northern Region (staff in Murchison and Kidepo Valley Conservation Areas) on 23rd & 24th August, Mbale for Eastern Region (staff in Mt. Elgon National Park, Pian-Upe Wildlife Reserve and Matheniko-Bokora Wildlife Reserve) on 26th & 27th August, and in Mbarara for Western Region (staff from Bwindi-Mgahinga, Kibale, Lake Mburo and Queen Elizabeth Conservation Areas) on 7th & 8th September. The lead trainers were Mrs. Eunice Duli and Mr. Rogers Niwamanya, supported by Adonia Bintoora (Ph.D), Senior Manager, Community Benefits & Wildlife Enterprises and Ms. Namuli Susan Lilian, Monitoring and Evaluation Manager of UWA. The topics covered included theory of change and grant proposal writing, planning and budgeting, qualities of a good leader and manager, Social Assessment of Protected Areas (SAPA) identification and management of community livelihood projects, conflict resolution and data management. The topics were crucial in equipping staff with skills in resource mobilization, project proposal writing, and assessment of local community perceptions towards protected area management programs, and reporting as well as collection and management of data on the implementation of CC programs. It is expected that the skills acquired will help staff to plan for post COVID-19 programs, including developing fundable project proposals.

As initially planned, trainers were supposed to identify individual participants that would be selected for further training as trainers as a sustainability strategy. The selected trainees would be responsible for training their colleagues in their respective conservation areas. As results, the facilitators identified the following potential trainers

1. Ms. Biira Olivia (Lake Mburo Conservation Area)
2. Ms. Mutonyi Rose (Kibale Conservation Area)
3. Ms. Kyarimpa Aulea (Bwindi-Mgahinga Conservation Area)
4. Mr. Julius Biryabagaruka (UWA H/Q)
5. Mr. Kagoro Wilson (Murchion Falls Conservation Area)
6. Mr. Martin Oryem (Kidepo Valley Conservation Area)
7. Mr. Mbgaha Kambasu Francis (Mt. Elgon Conservation Area)

One of the key recommendations of this report is that the above mentioned UWA officials should receive further training on facilitation and adult learning skills so that they can sustainably build the internal capacity of CC staff to implement conservation programs.

At the end of each day, a reflection of the day’s proceedings was made to assess if trainees were able to comprehend the subject matter. Participants were randomly
given open-ended questions on the key subtopics covered (theory of change, sections of grant proposals, planning and budgeting, the difference between a manager and a leader, management of livelihood projects and conflict management). Where some individuals were found lacking, the facilitator would give further clarification so that the subject matter was clear to the trainees.

UWA is grateful for financial and technical support received from IIED and the inputs of trainers in strengthening the capacity of CC staff to execute their duties.

1.2 Official Opening of the third training session
The training sessions were opened by the Senior Manager, Community Benefits and Wildlife Enterprises and respective Chief Wardens. Due to the fact that participants consisted of newly recruited staff and those that have been in UWA establishment for quite some time, the manager explained how the local communities bordering protected areas have been transformed from a society of low education levels, less exposed, dominated and influenced by elders and community leaders but with high regard to extension workers and respecting government and public goods to a literate society, dominated and influenced by educated youth, majority of whom are not formally employed, characterized by improved communication and transport system as well as modern technology. This implies that Wardens must be prepared to match the contemporary changes by applying new conservation approaches and becoming more knowledgeable and well informed. They were advised to invest time in public education and awareness, lobbying and networking. They were also expected to exhibit high levels of transparency, accountability, equitable distribution of benefits and engagement of all groups of the society, including marginalized members of the society such as women, youth and minority ethnic groups such as the Batwa and the IK.

The new changes in institutional, policy and legal framework were highlighted. The participants were advised to use the knowledge and skills acquired to effectively implement CC programs. The contribution of IIED and partners in enhancing the capacity of CC team was recognized and appreciated.

1.3 Objectives of the training
1. To equip CC staff with new skills and CC concepts to effectively and efficiently implement CC programs.

2. To expose wardens to SAPA approach and tools to enable them to periodically assess local community perception and attitude towards UWA protected areas in particular and CC programs in general.
3. To promote interaction and collaboration between Law Enforcement & Community Conservation units.

2.0 NORTHERN REGION TRAINING

Credit: UWA

The two-day Northern region workshop which took place at Palema Crown Hotel in Gulu City on 23rd and 24th August 2021, targeted staff from Murchison Falls Conservation Area (MFCA) and Kidepo Valley Conservation Area (KVCA) and included wardens from the following protected areas; Murchison Falls National Park, Karuma Wildlife Reserve, Masindi Sector and Kidepo Valley National Park as indicated on the attendance list in Appendix 1. The participants included the wardens for community conservation, the warden for law-enforcement for Murchison Falls Conservation Area, and the Community Conservation Rangers as well as officers from headquarters. A total of ten participants attended the training session.

2.1 Expectations

The participants were requested to note down their expectations before the training session commenced and the following key areas of interests were raised;

- To learn more about the compensation scheme.
- To learn more about community conservation approaches.
- To learn more about the reviewed revenue sharing and how it can be used to support the implementation of problem animal management interventions.
- Expect copies of the policy, guidelines and regulations.
- A review of the training after six months.
• To learn how to handle human wildlife conflict and the compensation for crop damages and human injuries or death.
• To have copies of the training materials.
• To learn how to monitor community conservation activities.
• To learn how to collect data and analysis.
• To learn how to write fundable proposals and identify a donor as well as knowing why many projects are never considered for funding.
• To know the do’s and don’ts of project proposal writing.
• To learn new approaches of handling communities around protected areas.
• To learn about planning and budgeting.
• To understand the importance of stakeholders and staff participation in the implementation CC activities.

2.2 Training sessions
After generating the training expectations, Ms Susan Namuli made a presentation on planning and budgeting as a basis for identifying organizational goal, objectives, expected impact, outcome, outputs, activities and required inputs. She emphasized that a failure to plan was planning to fail. Through a participatory approach and brainstorming, the participants were able to mention different form of plans UWA was using and how they could be improved. As a feedback, the staff recommended that during the planning process, UWA priorities should be clear, monitoring logical framework understood by staff, planned activities well linked to strategic plan objectives and outputs. It was also important for CC team to harmonize their work plans, and budgets with the partners’ programs to avoid duplication of roles.

After the session on planning, Mr Rogers Niwamanya covered a topic on Social Assessment of Protected Areas (SAPA), emphasizing that SAPA was a tool and approach for assessing both positive and negative impacts of protected areas on the neighboring communities but not a project. He highlighted protected areas in and outside Uganda where SAPA was applied and the key findings. He also covered the theory of change as a pathway through which the planned project will be implemented (how the desired impact will be realized), covering inputs, activities, outputs, outcomes and impact. After understanding the theory of change, Ms Eunice Dhuli took them through the preparation of fundable project proposals.

On the second day, participants covered topics on conflict management, leadership, management of livelihood and revenue sharing projects as well as data management.

The training involved some practical exercises but done under strict observance of the Ministry of Health Standard Operating procedure, using face masks and keeping social distancing.
2.3 Practical Exercise;
This was an exercise of picking stones to demonstrate the source of conflict and how it can be minimized.

Two groups were made. Each group was given instructions on what to do with the stones. Each individual in the group was instructed differently though with the same instruction of picking the stones and placing in another position.

Lessons: The exercise demonstrated that where contradicting interests exist, conflicts are inevitable, but once people work together as a team with clear rules of the game, it becomes easy to achieve a common goal with minimum conflicts. It’s easy to minimize conflicts when roles of parties are clear and decide to work together to achieve the desired goal. It was clear that when participants acted individually to meet their own targets, there was confrontation unlike when they came together and discussed how to approach a problem.

<table>
<thead>
<tr>
<th>Group work on project proposal development</th>
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</thead>
<tbody>
<tr>
<td>Two groups were created (one for MFCA team and another for Kidepo Valley Conservation Area team) and each team was asked to come up with proposed project idea, define a title, purpose, objectives and indicators for each project.</td>
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</tbody>
</table>

**Murchison Falls Conservation Area**

**Project title:** Modern bee keeping for enhanced livelihood and Biodiversity conservation in MFCA.

**Purpose:** The purpose of the project is to enhance bee keeping projects for livelihood improvement.

**Objectives:**
1. To ensure that communities around the park obtain direct and indirect benefits from the bee keeping project in order to improve their livelihood.
2. To improve their skills in bee keeping and honey packaging in order to make more money.
3. To enhance the production and quality of the honey harvested.

**Indicators**
Five collaborative resource management (CRM) groups guided, trained and supported in modern bee keeping within 2 years.
Quarterly reports submitted to management showing the progress of the CRM groups.
Quarterly meetings held with action points taken for the CRM groups.
Number of kilograms of honey harvested and packed per harvesting season.
Number of bee keeping bye-products packed and sold.
Number of illegal activities reported as a result of the support.
Number of snares impounded by the resource users.

Kidepo Valley Conservation Area

**Topic:** Bee keeping to mitigate human wildlife conflict in Lokori Community

**Goal:** Bee keeping development project for biodiversity.

**Objective:** 1. Support 187 households with 500 beehives to improve their livelihoods each year of the project.

2. Train 187 households in production, harvesting and value addition skills for better income by the end of year two.

**Indicator**

1. Number of beehives colonized in Lokori Community.

2. Human wildlife conflict cases registered and reduced in Lokori.

3. Improved livelihoods of Lokori bee farmers through better harvests in both food crops and honey.

After the group presentation, the plenary session was held to review the two presentations with the view of fine-tuning the title, purpose, objectives and indicators.

Another interesting group exercise was about types of leadership where by four types of leaders were drawn in four blocks of analytical architect leader, driver, relationship master and spontaneous motivator and every participant to stand on the particular block that represented his or her leadership style.

At the end of the training session a wrap-up exercise was conducted to ensure that participants understood the course content.
3.0 EASTERN REGION TRAINING

Credit: UWA

In the eastern region, the similar training workshop took place at Elgon Palace Hotel in Mbale City from the 26th to 27th August 2021. The workshop drew participants pictured above from Mt. Elgon Conservation Area that includes Mt. Elgon National Park, Sebei Sector, Southern Sector, Matheniko-Bokora Wildlife Reserve and Pian-Upe Wildlife Reserve. The participants included the chief warden, the wardens for community conservation, the wardens for law-enforcement, the community conservation rangers and law-enforcement rangers as well as officers from headquarters. A total of thirteen participants attended the training workshop.

3.1 Expectations

The participants were asked to write down their expectations. The following expectations were raised;

- To learn how work with communities and change their attitude towards conservation.
- To acquire new skills in community conservation and be able to identify CC projects and address the new challenges.
- To learn how to actively engage stakeholders and implement CC programs.
- To learn data management and reporting community conservation/implementation.
- To acquire skills in project and grant proposal writing.
- To practice planning and budget preparation.
- To share challenges and achievements in community conservation programs.
- To be updated on community conservation performance.
- To learn how to manage and monitor CC programs.
- To learn about new tools and approaches to execute CC programs amidst COVID-19 and budget cuts.
- To acquire knowledge and skills in effective communication (the right message to the community).
- To understand how CC programs can reduce conflicts associated with protected area resources.

Expectations. Credit: UWA

3.2 Training sessions and discussions
Like the northern region training, the same facilitators presented the same topics using the same approaches and methods. Practical exercises were also carried out while
observing the same SOPs to help participants draw the same lessons. The participants were able to ask questions and discuss the subject matter. The wrap up exercise was carried out to assess whether the trainees understood the concepts and subject matter. The participants’ comments are summarized as follows;

### 3.2.1 Planning, Budgeting and SAPA

**Comments**

- The trainees have been using a bit of SAPA for their day-to-day activities though it was not systematic and structural. They did not understand the terminology and how it is systematically applied.
- UWA research and ecological monitoring staff should also learn SAPA and apply it in socio economic assessment studies.
- It was important to instill the use of the tool to rest of UWA staff and integrate it in planning process.
- The organization in general has over depended on research and ecological monitoring for data and critical information. there is need for CC wardens to make use of some of these tools collect and manage data for planning and managing CC programs.
- The CC staff needs to know the frequency and intensity of say human wildlife conflict to be able to plan and implement appropriate problem animal interventions.
- The trainees suggested that some community leaders could trained on the use of SAPA so that they can also make their own independent assessment. It was resolved that UWA needed SAPA more than local communities as UWA was obliged to serve local communities.
- SAPA was a useful tool that would help UWA staff to understand the cause and origin of the conflicts between protected area management and neighboring communities.

### 3.2.2 Theory of change

After the facilitator explained how theory of change is prepared and why it is an important component of project proposals as it clearly defines where you want to go, by showing the pathway, project design and overall impact, the trainees were asked to describe what they wanted to achieve in conservation. The following were mentioned;
• Pian-Upe Wildlife Reserve having many animals and attracting over 500 visitors per month.
• Boundary and land conflicts, including, encroachment in Mt Elgon National resolved.
• Increased sustainable wildlife and wildlife products utilization by communities to enhance benefits.
• Cases of human wildlife conflict reduced by 20% by 2030 at H/Q.
• About 70% of the cases of HWC reported attended to.
• Community attitudes towards wildlife conservation change positively.
• Communities appreciating the benefits from protected areas.
• Good relationship between communities and the protected area management.
• A well conserved protected area.

3.2.3 Grant proposal writing

As the facilitator introduced the topic of grant proposals (which attracted a lot of interest due to that fact UWA was experiencing a financial crisis due to the impact of COVID 19, and project proposals are perceived as one of avenues for mobilizing financial resources) trainees were asked to mention what they needed to learn about grant proposal writing. The participants highlighted the following areas;

- The steps and format for good proposal writing.
- The contents of a project proposal.
- The introduction section of project proposal.
- Understand what a project proposal is.
- Development of project budget.
- Identification of reliable potential funders.
- How to draft a good project that can be funded.
- Defining smart project objectives.
- Development of project proposals that are attractive to funders.
- Difference between grants and project proposals.

3.2.4 Management and Leadership

Exercise of leadership styles.
The participants were asked to assess themselves according to the leadership styles they feel they employ in managing the staff under them and the different styles were discussed separately as seen below.

<table>
<thead>
<tr>
<th></th>
<th>Emotionally, I’m a cool cucumber.</th>
<th>Emotionally, I’m a red hot pepper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyst &amp; Architect</td>
<td>I hesitate to state my opinions.</td>
<td>I state my opinions freely.</td>
</tr>
<tr>
<td>Driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship Master</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spontaneous Motivator</td>
<td></td>
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</tbody>
</table>
3.2.5 Data management

The facilitator explained while data collection, analysis and management was vital in guiding management to make well informed decisions on CC programs and other aspects of conservation. A demonstration exercise on data collection and analysis using excel and statistical package for social scientist (SPSS) was carried out to give trainees hands on expertise and techniques for data collection and analysis. However, due to limited time, the exercise would end when the trainees were enjoying and getting amazed on graphs and pie charts developed out of the data processed by them.

3.2.6 Revenue sharing

Before the facilitator presented on identification and management of livelihoods projects, the Senior Manager, CBWE, would take the trainees through revenue sharing project implementation. Using photographs and case studies he highlighted some of the successful, stagnant and failed projects. Thereafter, he asked whether they experienced the same challenges and what similar cases they had noticed in their workplace and how they wanted implementation of revenue sharing improved? How can these challenges be addressed?

In response some of these cases mentioned are highlight below;

- The bee hives supplied to a community in Mt. Elgon National Park did not get colonized by bees within the expected period. (This was a typical example that the viability assessment of the project was not done).
- The communities are not adequately sensitized and supported to identify viable projects.
- The funds are sometimes too little to fund viable community projects.
- Projects are not adequately monitored.
- Sometimes the leaders with personal interest tend to divert revenue sharing.
- Accountability is another challenge that must emphasized before new funds are disbursed.

As to how the highlighted challenges should be addressed, the following ideas came up;

- Whereas, the previous Wildlife Act obliged UWA to pay local governments 20% of entry fees, the new law makes revenue sharing a conditional fund. Wardens were advised to set clear conditions to accompany funds disbursed to districts.
- There is need for regular inspections, monitoring and monitoring of revenue sharing projects.
• Need to have a project feasibility study before implementation.
• There is need to support bee keepers to produce market safe and good quality honey and its product as well as investing value addition.
• Integrate the sustainability plan at the design stage.

Credit: UWA

4.0 WESTERN REGION

In the western region, the two-day training workshop took place at Generation Suites Hotel in Mbarara City from the 7th to 8th September 2021. The workshop drew participants from Queen Elizabeth Conservation Area, Lake Mburo Conservation Area, Bwindi-Mgahinga Conservation Area and Kibale Conservation Area. The participants included the wardens for community conservation, the wardens for law-enforcement, as well as officers from Community Conservation Sub-directorate at headquarters. A total of seventeen participants attended. The Chief Warden for Lake Mburo, Mr. Asa Kule Musinguzi officially opened the training. He thanked the organizers for mobilizing the resources and organizing this important training workshop. He noted that UWA was actually facing new challenges that needed new innovative approaches to be able to cope with the challenges.

He noted that learning was a continuous process. He amazed the trainees when he equated UWA Community Conservation Wardens to a bulldozer that is usually used to open up a bush land for road construction but it’s never allowed to move on the same road. Instead, as soon as it accomplishes the task, it is loaded on the low bed vehicle that takes it away from the road construction site. This implies that the CC staff are expected to play an important role of mobilizing local communities to support conservation, thus easing the work of law enforcement team. He therefore advised the trainees to take keen interest in the training sessions and acquire skills to improve their
performance. He thanked UWA for bringing together law-enforcement officials and the CC wardens to participate in the same training program because the two units play complementary roles.

Credit: UWA

4.1 Participants expectations

- To acquire knowledge in project planning and management.
• To learn new conflict management techniques.
• To identify challenges that communities face and appropriate conservation programs to address them.
• To understand how CC and law-enforcement units can collaborate.
• To learn how to prepare a good and winning project proposal.
• To interact and share experience with fellow staff from other protected areas.
• To bridge gaps between CC and law-enforcement units.
• To learn about problems identification and solving human wildlife conflicts.

As in previous training the facilitators made the same presentations and exercises.  
Credit: UWA

4.2 Feedback and Discussions

SAPA

• The participants noted the need to extend the application of SAPA to the rest of protected area. It was resolved that it was upon UWA’s decision as to where and when to apply SAPA to determine the negative and positive impact of protected areas on local communities.

Theory of Change

• Using example of carrying out a sensitization meeting on eradication of exotic species, participants were guided to develop output, outcome and impact. At
each stage they were asked “so what?” and thereafter, they were asked what was needed to undertake the sensitization exercise (inputs/resources needed).

4.3 Assessment chart before and after the training sessions

SUBJECT KNOWLEDGE BEFORE AND AFTER THE TRAINING ANALYSED. Credit: UWA
5.0 PRESENTATIONS

The training was conducted through power point presentations, question and answers plenary discussions, exercises and end of the day feedback and wrap-up discussions.

The training modules covered include the following:

a) Project planning & budgeting

Sessions on planning and budgeting tackled the general planning using the theory of change (T.O.C) and its components (inputs, activities, out puts, outcomes and impact). This gave participants a synopsis of what comes first when planning. It was emphasized that during planning using the T.O.C, emphasis should be put on the up-bottom planning to be able to achieve the desired situation with ease. This was summed up with the need for developing a T.O.C for every project. Participants were also introduced to the problem & objective trees and how they apply to the CC work.

b) SAPA

In any planning process, the need for baselines is very crucial in determining where one would wish to be in terms of outcomes or impact. In a bid to ensure that UWAs’ community conservation department set this milestone, the SAPA methodology was part of the planning session. This was explained as a methodology for assessing the positive and negative impacts on local peoples’ wellbeing of a protected or conserved area and any related conservation and development activities, and related governance issues.
SAPAs’ main goal is to enable PA managers and other key stakeholders to:

- increase positive impacts and share more equitably/fairly the conservation benefits
- reduce negative impacts of PA and any related conservation or development activities

SAPAs main uses were highlighted as a **health check**: to identify positive and negative social impacts and related governance strengths and weaknesses which might need some attention.

**As a diagnostic**: to understand the underlying causes of problems, and identify actions to improve the situation.

**For monitoring and evaluation**: to establish a baseline for social impacts and their contribution to human well-being against which to measures changes over time.

SAPA as a process has got 5 stages (preparation, scoping, information gathering, assessment and taking action) were all explained to participants.

c) **Planning and budgeting in line with the organization plans**

The modules aimed at helping staff to understand how institutional plans and budgets are developed and implemented. At individual level, the trainees are expected to actively participate in the planning process and prepare the annual, quarterly and monthly work plans. It covered the relevancy and rationale for planning. It was emphasized that failure to plan meant to plan to fail. The session covered the setting of management goals, strategic objectives, outputs, outcomes and impacts. The need for monitoring and evaluation framework was explained. Examples of different plans, UWA uses (strategic plan, general management plans for specific protected areas, annual operation plan, quarterly work and monthly work plans). As a feedback, the trainees made the following observations;

- There was inadequate funding for the community conservation activities due to the impact of COVID 19, raising the need for resource mobilization

There was knowledge gap in planning, including setting of goals, output, targets and priorities.

d) **Grant proposal writing**

The module aimed at helping participants understand the general standards for writing a grant proposal, acquaint them with the basic knowledge and skills for writing potentially successful grant proposal. The participants were taken through the steps
involved in proposal writing, the sections that comprise a full proposal as well as the linkage between project planning and proposal writing. At the end of the session participants had gained an understanding of the linkages between project planning and grants/proposal writing, grasped the dos and don’ts i.e. tips on good grant proposal writing, acquired skills for writing good proposals, understanding of all the elements/steps and process for writing a good grant proposal that attracts funding/donors’ interest and; lastly the ability by staff to mobilise resources for community conservation activities

e) Conflict Resolution (Part 1 & 2) and building trust and respect
This module was a follow-up of conflict management training held in 2018 and 2019. It looked at a more advanced training on conflict resolution covering the following:

- Understanding natural resource/wildlife based conflicts
- Understanding how conflicts between communities and Protected Areas evolved overtime
- Managing and resolving conflicts
- Building trust and respect in conflict management
- Working with communities to address illegal activities.

The module highlighted the processes, tools and skills that are useful for conflict management. It is also covered aspects of the nature and causes of natural resources and wildlife based conflicts. It looked at causes and evolvement of the conflicts between communities and PAs, increased knowledge of managing and resolving conflict i.e. the conflict analysis and mitigation. The conflict management tools that were taught to the participants include among others; stakeholder mapping, problem tree, PINs matrix (position, interests and needs). Lastly, the module highlighted impacts of human wildlife conflicts, mitigation and preventive measures including those that UWA was already undertaking and those that could be adopted.

The conflict management module also covered building trust and respect as other key aspects of conflict management as well as working with communities to address illegal activities. At the end of the module participants were able to appreciate the importance of building trust and respect with communities in order to enlist their support for conservation. Participants were also able to learn about appropriate communication and facilitation skills that help to build trust among local communities in resolving conflicts.
f) Leadership
Leadership module was explained looking at different aspects on leadership and management of people. These included; difficulties faced in managing people, qualities of leadership and management, leadership styles (Drivers, spontaneous motivators, analytics & architects, relationship masters), situational leadership and matching leadership styles with maturity levels (ML1-4).

This guided participants on when to apply any leadership style given the situation. Development of the team process was equivocal for quick understanding of the teams and it was learnt that teams go through different stages of development, and need different leadership/management inputs at each stage.

g) Data collection, analysis and management
Data management process was defined and how it is an asset to different organizations no matter which sector they fall in. It was explained to entail main steps of planning for data capture, for what and how it feeds in the out puts to help attain a desired outcome and or impact. Data processing procedures right from data collection, sorting & filtering- general analysis, storage and governance were the main body of the management process.

An introduction to how to use excel and SPSS were shared and an exercise on how to run descriptive statistics using excel was done. This was one of the things the majority of participants were not aware that excel would run. However, they thought they would have had more time to do more exercises and master what they needed to do with excel.

The main topics included; description of data, types of data, data collection methods, data management risks and challenges, data handling, running analyses in excel, data interpretation using illustrations (charts and their editing), intro to SPSS and its out puts and or illustrations.

In response, the trainees highlighted the following observation;

- The transfers of staff affect the data collection and management.
- It is important for staff to be availed software and equipment such as institutional laptops computers.
- There is a need for a centralized system for managing CC data

h) Revenue sharing projects and implementation
Using photographs and case studies, a presentation on the most successful, stagnant and failed revenue sharing projects across the country was made. After which the trainees were asked whether they experience the same or peculiar challenges. If yes,
what kind of challenges and how should they be addressed for communities to enhance conservation benefits? Sometimes infrastructural projects selected by the communities are hosted/constructed on a donated land without proper agreement and documentation.

- The roles of the UWA/community conservation wardens in revenue sharing implementation and project monitoring are not clear.
- Issues of timely accountability affecting the subsequent disbursement of funds.
- UWA doesn’t have powers in the current revenue sharing guidelines.
- Inadequate capacity to plan and properly budget leads to over and under budgeting.
- Procurement processes are sometimes tight, taking long and expensive. Therefore, delaying the implementation.
- The District Local Governments feels that the communities should not be planning for such huge funds.
- Political interference in project identification and implementation.
- Connivance at all levels affecting the quality of the project.
- Non-involvement of communities in project identification.
- In-adequate information sharing with communities.
- Ignorance of rights by communities, need to intensify awareness.
- The challenge with value for money.
- The need for timely accountability.
- Limited knowledge by UWA staff. Capacity to calculate the formulae.
- Duplication of community projects.
- Transfer of technical staff.
- Isolated cases of diversion of the funds for non targeted projects.

i) Community mobilisation and identification of revenue sharing projects

This module entailed discussions on challenges faced by CC staff during implementation of revenue sharing projects. Successfully completed projects and those derailed with issues such as disagreement between Sub County and village members over priority projects to be implemented were examined. Diversion of projects and funds by local government officials as well as landowner ownership problems were highlighted. Factors affecting selection and implementation of the projects including improvement in the processes of project identification, selection of beneficiaries and monitoring were discussed.

NEW TRAINING NEEDS
During the training process, new training gaps in wildlife enterprises management, application of modern technology, community based monitoring of oil and gas exploitation and well as value addition to products like honey were identified as summarized below;

1. Wildlife based enterprises

   a) Wildlife farming and ranching
   b) Wildlife breeding, rescue and rehabilitation
   c) Adding value to vermin and problem animals
   d) Business and enterprises management.
   e) Private-public partnerships and collaborations.
   f) Standards, operational procedures and specifications for managing wildlife in captivity (ex-situ conservation).
   g) Value addition-bee keeping (honey production, processing, packaging and marketing).

2. Use of modern technology in community conservation

   a) Organizing virtual meeting using zoom, google meet, blue jeans etc. (new norm due to the impact of COVID-19).
   b) Software applications for monitoring the CC programs.
   c) Designing and delivering message (conservation education and awareness).

3. Management oriented and community based research studies and publication.

4. Skills in networking, lobbying, negotiation and public relations.

5. Community based approaches to the monitoring and mitigation of negative impacts of gas and oil exploration.

6. Problem animal management practices and interventions (good practices elsewhere - study tours and exposure).

7. Community based management of invasive species.


7.0 RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsible office</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CC Wardens at CA level</td>
<td>Q2 (Sept-Dec)</td>
</tr>
<tr>
<td></td>
<td>CC Officers at H/Q</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
<td>Timeline</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Create a simple CC central database for easy storage and access of information.</td>
<td>CC Wardens to implore the rangers to collect data and the purpose of data collection exercise explained to the lower staff.</td>
<td>Q2 (Sept-Dec)</td>
</tr>
<tr>
<td>Promote CC data collection and analysis</td>
<td>Planning Unit</td>
<td>FY 2022/2023</td>
</tr>
<tr>
<td>Wildlife Reserves (Bugungu and Karuma) should have their own GMP for easy management.</td>
<td>UWA CC unit to lobby financial support from IIED</td>
<td>FY 2021/2022</td>
</tr>
<tr>
<td>Conduct training of trainers</td>
<td>Top management</td>
<td>FY 2022/2023</td>
</tr>
<tr>
<td>Integrate SAPA in general management planning process</td>
<td>Top management</td>
<td>FY 2022/2023</td>
</tr>
<tr>
<td>Undertake midterm review of plans, including the general management plans.</td>
<td>Top management</td>
<td>FY 2022/2023</td>
</tr>
<tr>
<td>Build the capacity of local people to understand their roles in project identification and management so that communities own the projects.</td>
<td>CC Wardens</td>
<td>During the next revenue sharing project identification and implementation.</td>
</tr>
<tr>
<td>Prepare pocket friendly booklets on revenue sharing regulations and other CC documents for easy dissemination of regulations and guidelines</td>
<td>CC Sub-directorate</td>
<td>FY 2021-2022</td>
</tr>
<tr>
<td>Equip CC wardens with institutional laptops to ensure proper data management.</td>
<td>UWA Information Technology Unit and CC Sub-directorate</td>
<td>FY 2021-2022</td>
</tr>
<tr>
<td>Upload information on the disbursements of revenue sharing and community projects funded onto the UWA website.</td>
<td>UWA Information Technology Unit</td>
<td>All next disbursement events and implemented Revenue sharing projects.</td>
</tr>
</tbody>
</table>
Train CC warden on the formula and sharing mechanism for the revenue sharing funds. | CC Sub-directorate | FY 2021-2022
---|---|---
Promote regional trainings to address area specific challenges. Similar arrangements should be made for the subsequent trainings. | CC Sub-directorate | Next CC Wardens Training
Incorporate law-enforcement and intelligence staff in future training. | CC Sub-directorate | Next CC Wardens Training

General comments by participants

- In future consider the use of video clips to boost training.
- Increasing on the number of law-enforcement staff participating in similar training.
- Good training modules but more time was needed to cover lengthy but interesting topics. In future allocate more time for training.
- The trainers should undertake training impact assessment

Appendix 1: Summary of Northern Region- Feedback forms

<table>
<thead>
<tr>
<th>Your assessment (please mark with X)</th>
<th>Needs a lot of improvement</th>
<th>Needs a little improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of the training</td>
<td></td>
<td></td>
<td>1</td>
<td>x8</td>
<td>x2</td>
</tr>
<tr>
<td>Please explain your answer:</td>
<td>1. Almost all the planned and taught sessions were very important in our day to day activities. 2. I had taken five years without attending such training that can improve my work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. I was refreshed on a training I had earlier.

<table>
<thead>
<tr>
<th>What were the most useful sessions training for you:</th>
<th>Planning and budgeting (x6)</th>
<th>Good to have skills in data management and analysis (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grant proposal writing (x5)</td>
<td>Grant proposal writing (1)</td>
</tr>
<tr>
<td></td>
<td>Theory of change (x4)</td>
<td>There has been some gaps in reporting</td>
</tr>
<tr>
<td></td>
<td>Data collection, analysis and management (x4)</td>
<td>Data analysis: we have been using raw data without analysis.</td>
</tr>
<tr>
<td></td>
<td>Conflict management (x3)</td>
<td>I learnt that planning and budgeting is the first step in order to achieve an organizational goal.</td>
</tr>
<tr>
<td></td>
<td>Identification of revenue sharing projects (x2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding leadership vs managers (x1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building trust and respect (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What were the least useful sessions for you:</th>
<th>Data management (x2)</th>
<th>Because it’s the wardens who report.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grant proposal writing (x2)</td>
<td>The session was very short (x3)</td>
</tr>
<tr>
<td></td>
<td>Building trust with communities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please suggest Topics/needs for next training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data collection and analysis (4)</td>
</tr>
<tr>
<td>2. Grant proposal writing (4)</td>
</tr>
<tr>
<td>3. Conflict management (2)</td>
</tr>
<tr>
<td>4. There is need to create a database for proper storage.</td>
</tr>
<tr>
<td>5. Skill in measurement of wildlife trophies from sport hunting.</td>
</tr>
<tr>
<td>6. Calculation of the proportion of funds to communities using the revenue sharing formulae.</td>
</tr>
<tr>
<td>7. Train in use of data collection equipment e.g. GPS, Smart phones, Camera</td>
</tr>
<tr>
<td>8. Environmental conservation.</td>
</tr>
</tbody>
</table>
10. Agro-forestry
11. Customer care
12. Conservation Education ethics
13. Identification of projects key for revenue sharing
14. Ranger safe guarding skills.
15. Ways in which we can use data we collect for publication.
17. Communication skills.

Please suggest how the training can be improved (please give as much detail as possible):

1. More time required (x8).
2. Law-enforcement staff need to be more involved.
3. Need for continuous training.
4. We could have recordings of episodes where some conflicts were handled.
5. More practice/practical needed e.g. in SAPA and Data analysis.
6. The training should be carried out twice a year.
7. Print out training materials for further use.

Appendix 2: Summary of Eastern Region-Feedback forms

<table>
<thead>
<tr>
<th>Your assessment (please mark with X)</th>
<th>Needs a lot of improvement</th>
<th>Needs a little improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of the training</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Please explain your answer:
The training is interactive and gives the trainees opportunity to do some practical exercise.

Little time was allocated for the training modules. Reduce on theory and increase time allocated for practical exercise (x3)

There has been a huge gap in data management.

Excellent; presentations were professionally made, use of local examples to explain the concepts, participatory and
involvement of participants and this made it easy to complement the topics.

It enabled trainees to understand more issues which were not clear and gave knowledge in community engagement, handling disagreements, reduced reporting gaps, data management and planning.

<table>
<thead>
<tr>
<th>What were the most useful sessions training for you:</th>
<th>And why:</th>
</tr>
</thead>
</table>
| • Use of SAPA (x4)  
• Theory of change  
• Grant proposal writing (x4)  
• Conflict management (x3)  
• Data management (x3)  
• Project planning  
• Leadership (x2) | It enables one to understand the causes of conservation problems and identify relative actions. (
Reflected and identified weak areas or poor planning in the field.
It gives a clear understanding on how to assess community attitudes on protected areas.
Strengthened skills and knowledge in generating fundable project proposals.
Conflict analysis using a problem tree.
They were inadequate in our daily performance hence failing to achieve the desired results.
Understanding the components of a grant proposal and the most important components.
Trainees are now able to write a project proposal for a grant.
Communities living with wildlife are poor causing a rise in wildlife crimes, |
Interventions through grant proposals are needed to fund livelihood projects.

Learnt the process and steps of conflict management and strategies to handle conflict.

What were the least useful sessions for you:

- Revenue sharing
- Leadership and management

And why:

- Prior subject knowledge.
- UWA is a paramilitary organization and some of the civil management styles may not work.

Please suggest topics/needs for next training:

- How to identify alternative resource for communities to implement on their land to reduce pressure on the park (x4)
- Training staff on how to implement the new guidelines, regulations and laws (x2)
- Community mobilization (x2)
- Application of IT in CC programs
- Working, developing and collaborating with partners. How do we build partnerships for synergy in conservation?
- Grant proposal writing.
- Conflict avoidance.
- Value addition to wildlife resources e.g. honey processing, mushroom growing etc.
- Communications skills
- Identifying community needs
- Training in GIS

Please suggest how the training can be improved (please give as much detail as possible):

- Allocating the training more time to enable trainees have a broader discussion on the content and hands on exercises. (6)
- Availing time for trainees to share experience through individual presentations on topics taught before the class for assessment.
- Provide a formal examination to assess the performance of individual trainee.
- Increase use of brainstorming.
• Provide more time for practical work/exercise so that trainees get hands on experience.
• Design and implement following up action plan to check the progress in application of the concepts by participants. (2)
• Integrate field visits to some successful and unsuccessful projects areas.
• Plan for more training involving more the law-enforcement staff.
• Provide the notes before the training for trainees to read before the training session.

Appendix 3: Summary of Western Region-Feedback forms

<table>
<thead>
<tr>
<th>Your assessment (please mark with X)</th>
<th>Needs a lot of improvement</th>
<th>Needs a little improvement</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of the training</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Please explain your answer:
The training would have been better if there was more time (x3)
The topics are relevant and relate to day to day activities in the field (x6)
The quality of the training was very good because it covered new topics related to our daily CC work.
The training covered most of the challenges I have been holding to effectively perform.
The training covered new topics which were very useful.

What were the most useful sessions training for you:
- Grant proposal writing (x10)
- Conflict management (x8)
- Project planning and budgeting (x7)
- TOC (x6)
- Data collection and analysis (x6)

And why:
- I had never engaged in grant proposal writing.
  This will be useful in guiding in proposal development for support.
  It will help in resource mobilization.
There were gaps in planning. The topics are in line with my duties.
Data will provide information of where we are and what is lacking.

<table>
<thead>
<tr>
<th>What were the least useful sessions for you:</th>
<th>Leadership</th>
<th>SAPA</th>
<th>And why:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership</td>
<td>SAPA</td>
<td></td>
</tr>
</tbody>
</table>

The participants knew most of the aspects of leadership covered.
The participant was fully trained in SAPA.

Please suggest topics/needs for next training

- Data collection and analysis. (x7)
- Report writing. (x3)
- Gender and mainstreaming in wildlife conservation. (x3)
- Monitoring and Evaluation. (x3)
- Grant proposal writing. (x2)
- More knowledge needed in proposal writing.
- Financial management skills.
- Project planning and budgeting.
- Enterprises development.
- Community based planning.
- Team building.
- Use of ICT in CC activities.
- Effective communication.
- Collaborative management.
- Stakeholder involvement in resource management and conservation.
- Human rights management in CC work.
- Customer care.
Please suggest how the training can be improved (please give as much detail as possible):

- More time needs to be given for the training modules. (x11)
- Need more time for practical exercise. (x3)
- Monitoring and evaluation be handled as a special and independent topic.
- Having more participants from other CAs.
- Visiting some successful projects.
- Plan for more time for exercise sessions after lessons.
- Involve other departments including intelligence unit.

Appendix 4: List of participants-Northern Region

<table>
<thead>
<tr>
<th>SN</th>
<th>Name</th>
<th>Designation</th>
<th>Protected Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Oryem Martin</td>
<td>Assistant Warden Community conservation</td>
<td>KVCA</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Opio Johnmoe</td>
<td>CPI</td>
<td>KVCA</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Ouma James</td>
<td>Private Ranger</td>
<td>KVCA</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Okello Joseph</td>
<td>Community Conservation Ranger</td>
<td>KVCA</td>
</tr>
<tr>
<td>5</td>
<td>Ms. Gertrude K. Namakula</td>
<td>Senior Warden Community Conservation</td>
<td>KVCA</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Kiyai Goretti</td>
<td>Warden Community Conservation</td>
<td>MFCA</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Lubangakene Godfrey</td>
<td>Assistant Warden Community Conservation AWCC</td>
<td>MFCA</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Waako Innocent</td>
<td>Community Conservation Ranger</td>
<td>MFCA</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Kulu Haruna Kirya</td>
<td>Warden Law-enforcement</td>
<td>MFCA</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Anying Pamela</td>
<td>Senior Community Conservation Officer</td>
<td>H/Q</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Kagoro Wilson</td>
<td>Warden Community Conservation</td>
<td>MFCA</td>
</tr>
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</table>
### Appendix 5: List of participants - Eastern Region

<table>
<thead>
<tr>
<th>SN</th>
<th>Name</th>
<th>Designation</th>
<th>Gender</th>
<th>Protected Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Kizza Fredrick</td>
<td>Chief Warden</td>
<td>M</td>
<td>Mt. Elgon Conservation Area</td>
</tr>
<tr>
<td>2</td>
<td>Ms. Sharon Kamuganga</td>
<td>Community Conservation officer</td>
<td>F</td>
<td>Headquarter</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Wepukhulu Francis</td>
<td>Community Conservation officer</td>
<td>M</td>
<td>Headquarter</td>
</tr>
<tr>
<td>4</td>
<td>Mr. James Busiku</td>
<td>Warden Tourism</td>
<td>M</td>
<td>Pian-Upe Wildlife Reserve</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Kyotoite Michael</td>
<td>Assistant Warden Law-enforcement</td>
<td>M</td>
<td>Mt. Elgon National Park</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Jimmie Tinkasimire</td>
<td>Warden Community Conservation</td>
<td>M</td>
<td>Pian-Upe Wildlife Reserve</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Nait Betty</td>
<td>Community Conservation Ranger</td>
<td>F</td>
<td>Mt. Elgon National Park</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Okuta Charles</td>
<td>Warden Community Conservation</td>
<td>M</td>
<td>Mt. Elgon National Park</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Cherop Faizo</td>
<td>Community Conservation Ranger</td>
<td>M</td>
<td>Mt. Elgon National Park</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Masokoyi Ismail</td>
<td>Head Ranger- Law-enforcement ranger</td>
<td>M</td>
<td>Mt. Elgon National Park</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Mbagha Kambasu Francis</td>
<td>Community Conservation Warden</td>
<td>M</td>
<td>Matheniko-Bokora Wildlife Reserve</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Allen Numbozo</td>
<td>Assistant Community Conservation Ranger</td>
<td>F</td>
<td>Mt. Elgon National Park-Southern Sector</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Soita</td>
<td></td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix 6: List of participants-Western Region

<table>
<thead>
<tr>
<th>SN</th>
<th>Name</th>
<th>Designation</th>
<th>G</th>
<th>Protected Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Mutoni Rose</td>
<td>Warden Community Conservation</td>
<td>F</td>
<td>Kibale National Park</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Biryabaragakura Julius</td>
<td>Awareness officer</td>
<td>M</td>
<td>H/Q</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Africa Moses</td>
<td>Warden Law-Enforcement</td>
<td>M</td>
<td>Lake Mburo National Park</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Abitegeka Gerald</td>
<td>Assistant Warden Law-enforcement</td>
<td>M</td>
<td>Queen Elizabeth National Park</td>
</tr>
<tr>
<td>5</td>
<td>Ms. Natukunda Alice</td>
<td>Warden Community Conservation</td>
<td>F</td>
<td>Mt. Rwenzori National Park</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Agaba Hanington</td>
<td>Assistant Warden Community Conservation</td>
<td>M</td>
<td>Katonga Wildlife Reserve</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Mashati Joseph</td>
<td>Assistant Warden Problem Animal control</td>
<td>M</td>
<td>Lake Mburo National Park</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Masereka Selevest</td>
<td>Assistant Warden Problem Animal control</td>
<td>M</td>
<td>Queen Elizabeth National Park</td>
</tr>
<tr>
<td>9</td>
<td>Ms. Olivia Biira</td>
<td>Warden Community Conservation</td>
<td>F</td>
<td>Lake Mburo National Park</td>
</tr>
<tr>
<td>10</td>
<td>Ms. Mutonyi Rose</td>
<td>Warden Community Conservation</td>
<td>F</td>
<td>Kibale National Park</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Tugume John</td>
<td>Warden Community Conservation</td>
<td>M</td>
<td>Tooro Semiliki Wildlife Reserve</td>
</tr>
<tr>
<td>12</td>
<td>Mr. Barbara Ndagire</td>
<td>Senior Warden Community Conservation</td>
<td>F</td>
<td>Bwindi Impenetrable National Park</td>
</tr>
<tr>
<td>13</td>
<td>Ms. Aulea Kyarimpa</td>
<td>Assistant Warden Community Conservation</td>
<td>F</td>
<td>Bwindi Impenetrable National Park</td>
</tr>
<tr>
<td>14</td>
<td>Ms. Vanice Mirembe</td>
<td>Manager Awareness and Human Wildlife Conflict</td>
<td>F</td>
<td>Headquarter</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
<td>Gender</td>
<td>Location</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Ms. Anying Pamela</td>
<td>Senior Community Conservation Officer</td>
<td>F</td>
<td>Headquarters</td>
</tr>
<tr>
<td>16</td>
<td>Mr. Asa Kule Musinguzi</td>
<td>Chief Warden- L. Mburo</td>
<td>M</td>
<td>Lake Mburo National Park</td>
</tr>
<tr>
<td>17</td>
<td>Ms. Norah Mbubi</td>
<td>Assistant Warden Community Conservation</td>
<td>F</td>
<td>Semiluki National Park</td>
</tr>
<tr>
<td>18</td>
<td>Ms. Nimusiima Joan</td>
<td>Warden Community Conservation</td>
<td>F</td>
<td>Kibale National Park</td>
</tr>
</tbody>
</table>
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