



Karamoja Resilience Support Unit (KRSU)

CERTIFICATION TEST TRAINING FOR ADAPTATION AND ROLL-OUT OF PASTORALISM AND POLICY COURSE

MAY 27–31, 2019
Moroto, Uganda

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ACRONYMS AND ABBREVIATIONS

AT	Adaptation team
CBR	Center for Basic Research
CDO	Community Development Officer
IIED	International Institute for Environment and Development
KDF	Karamoja Development Forum
KRSU	Karamoja Resilience Support Unit
NGO	Non-governmental organization
PPC	Pastoralism and Policy Course
TEV	Total economic value
ToT	Training of trainers

SUMMARY

The Karamoja Resilience Support Unit (KRSU), in partnership with the International Institute for Environment and Development (IIED), commissioned the adaptation and roll-out of the East African Pastoralism and Policy Course (PPC) and has completed the final training of trainers (ToT) course. The course started with a validation workshop held in April 2017 where representatives from the national and local government, Members of Parliament from Karamoja, traditional Karamoja leaders, and representatives from universities, research institutes, United Nations agencies, and civil society reached a consensus on contextualizing and adapting the course to the Ugandan context. An adaptation team (AT) was formed, comprising personnel from Makerere and Gulu Universities, Center for Basic Research (CBR), and Karamoja Development Forum (KDF).

KRSU and IIED, in partnership with the above institutions, prepared and conducted a series of five ToTs over the course of two years. Senior leadership of Gulu and Makerere Universities, CBR, and KDF participated in the trainings. The trainings were aimed at influencing perceptions of the selected trainees about pastoralism and equipping them with the necessary skills for conducting the trainings. The AT, with support from KRSU and IIED, completed preparation of course materials and the way forward of the process for the sustainable institutionalization of the PPC within the Government of Uganda's higher education framework and the respective participating institutions. The participants reviewed and completed the draft PPC training manual and the draft PPC textbook for Uganda.

As part of the accreditation process, certification test training sessions were conducted in Moroto from May 27 to 31, 2019. The AT developed draft test training agendas. The theme for the certification training was “dynamics of pastoral systems in Uganda,” and the objective was to build participants’ understanding that pastoralism is a specialized livelihood system well adapted to the drylands and, when allowed to implement its strategies, is able to take advantage of environmental variability to increase the productivity of livestock. The policy issue was “mobility is a production strategy in response to seasonal variations.”

The test training sessions attracted 48 trainees comprising students, non-governmental organization (NGO) staff, opinion leaders, veterinary officers, kraal leaders, representatives from the miner's association, and representatives from the Government. The trainees were split into Team One and Team Two. For each of the teams, facilitators Ced and Alias from IIED and AT members assessed the trainers each day during the sessions according to a set of criteria. At the end of the training, the participants recommended the need to complete the draft Rangeland Management and Pastoralism Policy and have it in circulation by the government.

DAY ONE

OFFICIAL OPENING

Welcome remarks

Simon Peter Longoli, Executive Director, KDF

Simon welcomed the participants, AT members, and the KRSU and IIED teams, and commended them for all the efforts invested into the development of pastoralism. He expressed concern about the upcoming threats to pastoralism in Karamoja; for example, media reports that cite Government plans to abolish the mobility of pastoralists. He therefore noted that the training was timely for providing knowledge to equip local communities and other stakeholders about the strengths of pastoralism so they can then effectively advocate for it.

Charles Hopkins, Senior Resilience Advisor, KRSU

Charles highlighted that Feinstein International Center, Friedman School of Nutrition Science and Policy at Tufts University partnered with IIED to roll out the course under the KRSU project, and the five ToT courses have been completed. He further noted that the course had been running for over two years and was pleased to note that most of the AT members who attended the validation meeting were present during the training sessions and the certification test training session.

He further added that even though the KRSU project is set to close shop by July 2019, the implementation of the PPC will continue under the auspices of trainers from CBR, KDF, and Makerere and Gulu Universities. He emphasized the importance of the course in empowering the pastoralist communities with adequate knowledge to influence the negative narrative about pastoralism. He urged participants to actively participate, and with these remarks he declared the test training session officially opened.

TEST TRAINING SESSIONS

The test training sessions attracted 48 trainees comprising students, NGO staff, opinion leaders, veterinary officers, *kraal* leaders, representatives from the miner's association, and staff from Government. The trainees were split into Team One and Team Two. For each of the teams, facilitators Ced and Alias from IIED and peers (fellow AT members) assessed the trainers each day during the sessions according to the criteria in Table 1.

Table 1. Criteria

Criteria	Specific skills being assessed
Mastering the content 40% weighting	<ul style="list-style-type: none"> • Present a logical flow to the questions being asked that builds on the previous sessions • Articulate the lines of argument clearly in support of pastoral mobility • Appear confident in knowledge of the issues being discussed • Introduce evidence that is relevant and supports the arguments being made • Did the session overall build participants' understanding of pastoral mobility in Uganda?
Facilitation skills 30% weighting	<ul style="list-style-type: none"> • Ask questions clearly and, if not understood by participants, ask them again in a different way • Provide enough time for participants to answer the question and not reply on their behalf. Did they take their time and not rush things? • Manage the sequencing of issues; for example, postpone the discussion on an issue that will be addressed later in the training. Make use of the "fridge" after a little discussion • Facilitate debate between participants with different views and not take one response from a participant as the "answer" • Foster discussion on the contentious issues. Encourage participants to express their views and do not make a judgment • Involve all participants in the debate and avoid discrimination, and gender, age, or education bias. Make sure everyone is involved
Presentation skills 15%	<ul style="list-style-type: none"> • Appear relaxed and confident • Speak clearly and not too fast or slow • Face participants when speaking and keep a respectable distance • Clearly explain the evidence presented in PowerPoint presentations
Managing group dynamics 15%	<ul style="list-style-type: none"> • Ensure all participants are participating. Control the "loud ones," encourage the "quiet ones" • Use energizers to maintain interest • Keep to the "social contract" agreed at the beginning of training

The facilitators and AT members also included comments to justify the score under each section. At the end of each day, the facilitators gathered feedback from the trainees. The AT and lead facilitators held a meeting to discuss the review and for the facilitators of the day to evaluate themselves.

Setting the scene

As part of setting the scene, facilitators were expected to hold plenary discussion on how participants perceive pastoralism today. They prompted for issues, opportunities, and constraints, generated answers through buzz groups, and had a report-back session as well as discussion. The purpose of the exercise is to get trainees to identify all the key issues that are often associated with mobility, many of which are likely to be negative.

Facilitators were also expected to:

- Generate participant expectations and reconcile these with workshop objectives;
- Explain the role of participants;
- Explain the workshop structure and agenda and the reason they were not provided in advance and then agree on the social contract.

Session should end on a statement along lines of “there is a lot of confusion about pastoral mobility and pastoralism itself; hence the rest of the days will be used to understand reasons that explain mobility, scientific reasons that explain its value, and whether it is a rational strategy in places like Karamoja.”

Pastoralism is a system

The facilitators were expected to:

- Probe participants to assess whether they perceive pastoralism as a system or just a random set of activities;
- Ask participants what a system is, provide a description and/or definition. He/she can refer to how session was facilitated in ToT 1 or follow the training steps in the manual.

Objective of the session: Participants should agree that pastoralism is a system made up of three core pillars that behave independently but also interact and influence each other, and that mobility is the “life blood” of the system.

Team One

Professor Samson Opolot and Simon Peter Longol generated the following expectations from the trainees. See Table 2.

Table 2. Participants' expectations

<ul style="list-style-type: none"> • Know strategies for pastoralism protection • Get a certificate • The relationship between KDF and KRSU • Knowledge of pastoralism • Adaptation strategies for long dry spell • Sharing experiences • How indigenous knowledge can synchronize with this information • Learn about pastoralism policy • How to control drought and mobility for water/pasture 	<ul style="list-style-type: none"> • How best to relate to KRSU on pastoralism policy and role of KRSU • How practical the PPC can be • Know about climate and how <i>kraal</i> leaders can influence Government policy • How stopping mobility affects pastoralism • How to get pastoralism policy into law • Learn about resilience and climate change • How to take care of herd/livestock • How to protect grazing lands
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Assessments

Table 3. Assessment for Professor Samson Opolot

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 73%	Mastering content (40% weighting)	28%	Connectivity between statements was coherent to a certain extent. The link between mobility and challenging environment in terms of unpredictable and erratic availability of pasture and water in a pastoral system was not clearly articulated. He made limited use of visuals to stimulate participants' thinking, reasoning, and articulation. He did not clearly discuss interaction between the three pillars. Although there was a language barrier for Samson, questions were clear for those who understood the language. He allowed free participation and debate. Participants were allowed to express their views to a large extent. A few participants dominated the debate, and those who could not understand English were most of the time left out in the "cold."
	Facilitation skills (30% weighting)	22%	Discussion on pastoralism was good, though translation was a hindrance to cross-participant debate. He asked questions clearly and repeated questions, he involved all participants, and he made good use of flip charts, cards, and buzz groups. He exhibited a high level of confidence, session was moderately done, and participants were accorded respectable distance. There was coaching for answers in many instances and not so many visuals were used. There was unsolicited interference into his co-facilitator's presentation. Facilitator appeared relaxed and confident, spoke clearly, had good engagement with participants, and he did not facilitate cross-participant debate. It was a good initiative to draw participants into a closer circle when rain on the roof became a distraction.
	Presentation skills (15% weighting)	10%	A few participants dominated the discussions. The energizer came rather late, and no social contract was drawn at the beginning. Seating arrangement did not favor those who could not speak English. He focused on certain participants, though on two occasions he involved the "quiet ones." Language was a hindrance.
	Managing group dynamics (15% weighting)	13%	

DAY ONE

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 63%	Mastering content (40% weighting)	25.6%	<p>There was no recap, and therefore there was a disconnect from the previous discussions.</p> <p>Pastoral mobility was scanty during discussion, except during the beginning of training session.</p> <p>He appeared confident and knowledgeable all through the training.</p> <p>Little evidence was put forward. There was disorientation at some points. Mobility was not brought out well.</p>
	Facilitation skills (30% weighting)	17.7%	<p>Language barrier made the training complex.</p> <p>He gave enough time to participants to answer questions.</p> <p>Did not manage sequencing of issues well, though debate between participants was well facilitated. He engaged everyone to provide their opinion on a number of issues.</p> <p>Ample time was given to participants to answer questions, debate was well facilitated, and he fostered discussion on contentious issues and involved all participants. He asked youth to comment on recent trends in pastoralism.</p>
	Presentation skills (15% weighting)	12%	<p>He appeared relaxed and confident, though the beginning was poor. He illustrated content and material but did not balance facing the board and the participants.</p>
	Managing group dynamics (15% weighting)	8%	<p>Samson did not appear to coordinate well with co-facilitator; he kept interfering. He facilitated good discussions but used less of PowerPoint.</p>

Table 4. Trainees' assessment

Well done	Improve on
<ul style="list-style-type: none"> • Understood pillars of pastoralism • Good presentation • Presenters were clear and audible • Methodology was good, participatory • Good use of local language • Better perception of pastoralism, learnt new ideas on pastoralism • All topics were taught well 	<ul style="list-style-type: none"> • No clarity on out of pocket, e.g., transport fee • Rain was a distraction • Need to establish social contract, e.g., switching off phones or in silence during training session • Improve on time management—late start, not enough time to exhaust topics • Needed better explanation on policies • Participants dwell so much on discussing certain aspects • Presenters were too fast

Trainer's self-assessment

- The time was short, but I tried to work within the time range.
- I and my co-facilitator worked as a team.
- Responses from the trainees were perfect.
- What I would have changed if given a chance once again is to make use of pictorials and prepare slides earlier, before the session.
- I did not adhere totally to the training steps as per the training manual.

Table 5. Assessment for Simon Longoli

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 73%	Mastering content (40% weighting)	28%	Connectivity between statements was coherent to a certain extent. The link between mobility and challenging environment in terms of unpredictable and erratic availability of pasture and water in a pastoral system was not clearly articulated. Made limited use of visuals that stimulate participants' thinking, reasoning, and articulation.
	Facilitation skills (30% weighting)	22%	Although there was a language barrier for Simon questions were clear for those who understood the language. He allowed free participation and debate. Participants were allowed to express their views to a large extent. A few participants dominated the debate, and those who could not understand English were most of the time left out in the "cold."
	Presentation skills (15% weighting)	10%	He exhibited a high level of confidence, session was moderately done, and participants were accorded respectable distance. There was coaching for answers in many instances, and not so many visuals were used. There was unsolicited interference into co-facilitator's presentation.
	Managing group dynamics (15% weighting)	13%	A few participants dominated discussions. Energizer came rather late, and no social contract was drawn at the beginning. Seating arrangement did not favor those who could not speak English.
Personnel	Skill	Score	Comments to justify the score

Peer review total score: 65%	Mastering content (40% weighting)	23%	There was disorientation. Mobility was not brought out well. Facilitator was confident, though evidence was not well introduced. The session did not build participants' understanding of mobility. He was knowledgeable and interacted with the audience; his blend of English with local language made the presentation a success. Pastoral mobility was scanty during discussion, little evidence was exhibited in discussions, and issue of mobility was less emphasized.
	Facilitation skills (30% weighting)	25%	He probed for clarity, translated, encouraged males and female to interact, involved everyone, asked questions clearly, gave participants enough time to answer questions but did not manage sequencing of issues. The debate was well facilitated, but at times his co-facilitator outweighed him. He tried to involve all participants in the debate.
	Presentation skills (15% weighting)	8%	Facilitator was very confident, spoke clearly and not too fast. He faced participants, PowerPoint was less used, he was relaxed. Translation slowed interactions, evidence was not prepared, and he was not sure of some pictures.
	Managing group dynamics (15% weighting)	9%	He gave time for participants to express themselves, energizers were not used at all, and social contract was not set from the beginning. He encouraged participants to participate, controlled loud participants, and gave time to participants.

Trainer's self-assessment

- Since my session was on the first day, a lot of time was lost in introductions and settling in.
- I and my co-facilitator were synchronized.
- Participants were an active group.

Table 6. Assessment by trainees

Well done	Improve on
<ul style="list-style-type: none"> • Understood pillars of pastoralism • Good presentation • Presenters were clear and audible • Methodology was good, participatory • Good use of local language • Better perception of pastoralism, learnt new ideas on pastoralism • All topics were taught well 	<p>No clarity on out of pocket, e.g., transport fee</p> <p>Rain was a distraction</p> <p>Need to establish social contract, e.g., switching off phones or in silence during training session</p> <p>Improve on time management—late start, not enough time to exhaust topics</p> <p>Needed better explanation on policies</p> <p>Participants dwell so much on discussing certain aspects</p> <p>Presenters were too fast</p>

Team Two

Dr. Sidonia Angom and Atem Esther generated the following expectations from the trainees:

- To learn more on how to preserve pasture for dry season in order to improve conditions for my herd;
- Learn more about policy;
- Expect to obtain full knowledge on how trainees can transfer the topics discussed to the local community;
- Rights of pastoralists;
- Expecting to get enough knowledge and be part of the training, e.g., research work;
- Why pastoralism is not embraced by non-pastoralists;
- Share experiences on pastoralism;
- Active participation;
- How to incorporate pastoralism into other programs in my organization;
- Know which country in Africa has laws on pastoralism;
- Learn more about pastoralism as a way of life.

Table 7. Assessment for Sidonia Angom

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 85%	Mastering content (40% weighting)	35%	Facilitator mastered content for each section of training. She took people step by step regarding the training steps and involved participants. She articulated the lines of argument and simplified things to suit community members who were in the workshop. She was very confident and sometimes provided too much information to participants. Photos were shown and samples given.
	Facilitation skills (30% weighting)	28%	Participants asked questions from time to time, and the manner in which facilitator asked questions was good. Time was short for the group, and as a result they cut steps, rushed some steps, and jumped some. Sequencing of issues was good, group presentations and feedback was not well controlled, and some things were mixed up by participants who were presenting. She did not make use of "parking lot." Everyone was involved, including those who could not speak English.
	Presentation skills (15% weighting)	12%	Trainer was confident and spoke clearly; some aspects were rushed, such as pastoralism as a system. PowerPoints were well used.
	Managing group dynamics (15% weighting)	10%	Energizers were used, she tried to control the group, but translation would at times interfere with the session. Social contract was adhered to, though a few phone calls and movements were experienced.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 67%	Mastering content (40% weighting)	34%	There was logical flow of questions and clear arguments. She was very confident and knowledgeable. She introduced relevant evidence, and the sessions built participants' understanding of pastoral mobility in Uganda. She kept referring to previous sessions, was composed, and articulated evidence supported with arguments.
	Facilitation skills (30% weighting)	15%	She asked questions clearly, was a bit fast, and occasionally postponed some issues. She was very time conscious, and some participants remained quiet and reserved. At times, facilitator would get carried away and would provide the answers. He facilitated debate, handled contentious issues well, and gave everyone opportunity to respond.
	Presentation skills (15% weighting)	9%	She was very relaxed. At times he increased the pace, and he faced participants and clearly explained evidence.
	Managing group dynamics (15% weighting)	9%	Facilitator did not adequately control participants. Participants were not given time to express how they felt, though the social contract was adhered to.

TRAINER'S SELF-ASSESSMENT

I fully engaged participants, and the group was active.

Table 8. Assessment for Atem Esther

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 85%	Mastering content (40% weighting)	35%	Facilitator mastered content for each section of training. She took people step by step on training steps and involved participants. She articulated the lines of argument and simplified things to suit community members who were in the workshop. She appeared very confident and sometimes provided too much information to participants. Photos were shown and samples given.
	Facilitation skills (30% weighting)	28%	Participants asked questions from time to time, and the manner in which facilitator asked questions was good. Time was short for the group, and as a result they cut steps, rushed some steps, and jumped some. Sequencing of issues was good, group presentations and feedback was not well controlled, and some things were mixed up by participants who were presenting. She did not make use of "parking lot." Everyone was involved, including those who could not speak English.
	Presentation skills (15% weighting)	12%	Trainer was confident and spoke clearly; some aspects were rushed, such as pastoralism as a system. PowerPoints were well used.
	Managing group dynamics (15% weighting)	10%	Energizers were used. Tried to control the group, but translation would at times interfere with the session. Social contract was adhered to, though a few phone calls and movements were experienced.

DAY ONE

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 69.5%	Mastering content (40% weighting)	30%	Questions were clear, though she had to re-clarify some questions, and had a logical flow. She articulated lines of argument clearly, was confident. She introduced evidence and built participants' understanding of pastoral mobility, and provided comprehensive explanations.
	Facilitation skills (30% weighting)	20%	Asked questions clearly, translated for trainees' technical issues into local language, and gave enough time. He facilitated debate, was patient with participants to express their views. She involved all participants, even those who could not understand or speak English.
	Presentation skills (15% weighting)	7%	She was very relaxed and confident, spoke clearly and not too fast. She faced participants most of the time, clearly explained the evidence, and presented it in PowerPoint presentations.
	Managing group dynamics (15% weighting)	12.5%	She cautioned participants not to give chorus answers, especially the loud ones, gave time to participants to express themselves, used energizers, and kept to the social contract agreed at the beginning of training.

Self-assessment of trainer

Sessions did not move exactly as planned, but we managed to work within the time frame.

If given another chance, I would have delved more into content and stuck to the steps.

Trainees' evaluation

- There were uncoordinated responses.
- Social contract was breached.
- Seasonal calendar issue was sensitive, did not take into consideration that Karamoja constitutes different agriculture zones. They differ; some are dry, others are wet.
- Saying that climate change is affecting seasons is misleading. Trainees all agreed that seasonal patterns have changed.
- Time was short.
- Learnt that trees bring rain, importance of trees in livestock; hence the need to avoid cutting them for charcoal.
- Most development agencies are shying away from talking about pastoralism because of fear of Government.
- The research or evidence used in training is not contextualized to Karamoja.
- Prioritize research on pastoralism in Karamoja.

DAY TWO

The facilitators were expected to facilitate discussions to help participants see that mobile livestock is more productive than sedentary livestock in dryland environments.

They could start the session in same manner as in ToT 1, with a presentation on the economic value, e.g., mobility, going through:

- Baggara case study;
- Comparing ranching versus pastoralism;
- Total economic value (TEV) of pastoralism.

Facilitators should finish with plenary discussion on how pastoralists manage to outperform other land uses in the drylands and ask participants what might explain this.

Natural pastures as a major source of feed (P1, Q1, A1)

Facilitator should follow the training steps. This session establishes natural pastures in different times of the year and that mobility is important to access them.

Impact of seasonal rainfall variability on pastoral resources (P1, KQ2, A1)

Facilitator was expected to follow the training steps. This session shows seasonal differences in plant nutrients, the importance of trees, and the use of the seasonal calendar and how this impacts livestock and people (the other two pillars).

Team One

Dr. Elly Ndyomugenyi and Irene Lynette Akidi held a recap of the previous day's sessions by asking participants what they had learnt.

Recap Session

- Three pillars of pastoralism: natural resources, the herd, family/wider social institutions
- Characteristics of pastoralism
- Negative perceptions about pastoralists
- The different pastoralist groups; differences and similarities of pastoralists
- Who is a pastoralist?
- Characteristics of pastoralists
- Positive perceptions about pastoralism
- Pastoralism as a system
- Variability and dynamic changes in the pastoralist system (seasons, weather, diseases, changes); environmental changes; dynamics of pastoralist communities

The facilitators and participants agreed on a social contract:

- Phones in silence
- No unnecessary movements
- Proper time management
- Respect for other people's ideas
- Avoid uncoordinated talking during session

DAY TWO

Table 9. Assessment for Dr. Elly Ndyomugenyi

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 87%	Mastering content (40% weighting)	35%	<p>Presented a very logical flow to the questions asked, asked questions, and gave participants space to answer.</p> <p>Clearly articulated the lines of argument in support of mobility as a key strategy for utilization of natural resources. Facilitator was clear and confident but use of slides was limited. Translators should have been guided.</p>
	Facilitation skills (30% weighting)	28%	<p>Facilitators asked questions and gave participants space to discuss and reflect on issues. Time was a problem in most sessions, so some steps were rushed. Translation also took time and slowed down processes.</p> <p>He did not make use of “parking lot” or “fridge.” Participants were handled properly, but there was a need to consider quiet women and young girls, because they too have their issues to phrase.</p> <p>Facilitator was relaxed, spoke clearly, and faced participants at all times. Evidence in form of data or case studies should be well linked to the situation in Uganda or Karamoja.</p>
	Presentation skills (15% weighting)	12%	<p>This area needs to be strengthened, there were lots of distractions such as mobile phones, discussions outside the sessions, and movements. Participants had to be reminded of their social contract from time to time.</p>
	Managing group dynamics (15% weighting)	12%	

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 80%	Mastering content (40% weighting)	32%	<p>Facilitator has mastered content and ably presented, with logical flow of questions. He had lots of confidence and was interactive. Communication and choice of suitable words to use to address participants needs refinement, e.g., use of “students” rather than “participants,” “teaching” rather than “facilitation.” There was frequent use of strong rhetoric to remind participants of social contract.</p>
	Facilitation skills (30% weighting)	24%	<p>The facilitator was good at asking questions, probing, and managing sequencing interactions. He did not make use of “fridge” or “parking lot.” Facilitator at times provided answers instead of letting participants generate them.</p>
	Presentation skills (15% weighting)		<p>The facilitator was relaxed, spoke clearly and loudly. Although he was relaxed, she needed to exude more confidence built around communication skills.</p>
	Managing group dynamics (15% weighting)	12%	<p>Ensured participants interacted and adhered to social contract.</p>
		12%	

DAY TWO

TRAINER'S SELF - ASSESSMENT

The greatest challenge was that time was short.

What I delivered is what I had planned to do.

Interpretation took away time for delivering content.

Table 10. Assessment for Irene Akidi

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score 87%	Mastering content (40% weighting)	35%	Presented a very logical flow to the questions asked. She asked questions and gave participants space to answer. She clearly articulated the lines of argument in support of mobility as a key strategy for utilization of natural resources. Facilitator was clear and confident, but use of slides was limited. Translators should have been guided.
	Facilitation skills (30% weighting)	28%	Facilitators asked questions and gave participants space to discuss and reflect on issues. Time was a problem in most sessions, so some steps were rushed. Translation also took time and slowed down processes.
	Presentation skills (15% weighting)	12%	Did not make use of "parking lot" or "fridge." Participants were handled properly, but there was need to consider quiet women and young girls, because they too have their issues to phrase.
	Managing group dynamics (15% weighting)	12%	Facilitator was relaxed, spoke clearly, and faced participants at all times. Evidence in form of data or case studies should be well linked to the situation in Uganda or Karamoja.
			This area needs to be strengthened. There were lots of distractions such as mobile phones, discussions outside the sessions, and movements. Participants had to be reminded of their social contract from time to time.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 74%	Mastering content (40% weighting)	30%	The facilitator articulated TEV of livestock and relevance of research. Participants appreciated contribution of pastoralism to economies. Articulation of relevant evidence, especially by use of visuals, not taken advantage of. Technical content yet to be refined to enable use of little time to deliver key message.
	Facilitation skills (30% weighting)	23%	The facilitator relied more on translators. However, she involved participants, except in the afternoon session. Many answers were provided by facilitators rather than participants. Summarized key issues on flip chart but contentious issues were not put in the “fridge” or “parking lot.”
	Presentation skills (15% weighting)	11%	The facilitator was relaxed and spoke clearly while facing the participants. Clear expressions although she did not take advantage of visuals or PowerPoint to minimize laboring to explain.
	Managing group dynamics (15% weighting)	10%	Some participants submitted more and critical arguments. She used energizers to re-awaken participants. Some of the participants were allowed to dominate over others in discussions.

TRAINER'S SELF-ASSESSMENT

- I feel fulfilled.
- I prepared adequately, so the presentations and sessions were natural.

Team Two

Team Two test training was done by Flavia Amayo and James Opoka.

DAY TWO

Table 11. Assessment for Flavia Amayo

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 68%	Mastering content (40% weighting)	28%	Facilitator built on Day One during recap and gave a good summary after participants' recap. She displayed good understanding of seasonal differences in pasture.
	Facilitation skills (30% weighting)	20%	Flavia did good job of involving all participants during the recap. She later tended to focus on a few participants, and the quieter ones were left out. The session on the seasonal calendar went well and will improve with practice. It is often good to start by asking when the new year starts for pastoralists and either ignore months or put them in later. This puts the calendar into the logic of pastoralism. No need to always write everything on flip chart. It is good to leave space at bottom of seasonal calendar to add information on the herd and institutions.
	Presentation skills (15% weighting)	10%	Sessions on nutritional content of dry and wet season pastures was a bit slow; she got stuck too long on the first slide (more than 15 minutes). There was no need really to go into mineral salt. It was a very good move to get local names of plants that promote milk production, growth, etc. She was relaxed and looked confident during the recap.
	Managing group dynamics (15% weighting)	10%	She needed to ensure participation of everyone; she tended to focus on two to three people. Although she tried to bring in others, she found it difficult at times.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 75%	Mastering content (40% weighting)	35%	The buildup of the session was based on the previous session, especially in starting up the training. Though the knowledge was not so adequate, the trainer was confident. Not enough evidence was provided for the lines of arguments. Participants kept on arguing, mainly on natural resources. Trainer sets the debates of participants using the steps in the manual.
	Facilitation skills (30% weighting)	20%	The session was more technical; however, the trainer managed to present in simple terms so that the participants understood. Training was participatory and kept participants awake. There was logical flow of questions. The trainer properly managed to sequence issues and even put some in the “fridge.” The facilitator was clear when asking most of the questions.
	Presentation skills (15% weighting)	10%	A lot of confidence, and the sessions were carried out as normal sessions and setting.
	Managing group dynamics (15% weighting)	10%	The social contract was to a large extent followed.

TRAINER’S SELF-ASSESSMENT

The sessions went on well, and the advantage was that some of the trainees were knowledgeable.

Initially, I was tensed up and worried about logically syncing my sessions with those of my co-facilitator, but it eventually worked out.

Table 12. Assessment for James Opoka

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 56%	Mastering content (40% weighting)	20%	The facilitator started by asking participants to define pastoralism but at the same time projected slides entitled "Comparison between pastoralism and ranching." This was a bit confusing. He introduced Baggara study as a comparison between pastoralism and ranching, which is wrong. This case study is between a very mobile pasture system (Baggara) and a less mobile pastoral system (Arab groups around Nyala). He did not explain the rationale of the Baggara case study, so participants were left a bit in the dark. NB: There was need to integrate data on TEV from Uganda.
	Facilitation skills (30% weighting)	18%	In the first session on defining pastoralism, he did quite well on asking multiple questions to participants who were a bit quiet. He cut off the translator abruptly while he was translating for the <i>kraal</i> leaders. He should have waited for him to finish and then say very useful information. He should have made use of the "fridge" or "parking lot." He adequately handled the session on comparing pastoralism and ranching. NB. He could have removed reference to raiding in this session unless he was planning to address it in more detail later. Needed to introduce the Baggara case study and take several opinions, especially from traditional leaders. Good facilitation around TEV of livestock and referring to Uganda.
	Presentation skills (15% weighting)	10%	During the session on TEV, he could have involved <i>kraal</i> leaders more in the debate. He held a good discussion on natural pastures but could have gone on a little bit quicker. Also good facilitation of photos. Could have asked participants a little more to describe what they mean but generally okay.
	Managing group dynamics (15% weighting)	8%	Looked relaxed and confident, spoke clearly and not too fast. Good use of energizer just before lunch.
Personnel	Skill	Score	Comments to justify the score

Peer review total score: 72%	Mastering content (40% weighting)	32%	There was a logical flow, and he tried following the manual, though not fully. Lines of argument in support of pastoralism were well explained, except inadequate evidence was presented. He appeared confident. There was a justification for mobility; however, the trainer did not frequently link all the discussions to mobility.
	Facilitation skills (30% weighting)	20%	Utilized the “fridge” but not so much. This can improve and even help in following the training steps.
	Presentation skills (15% weighting)	10%	He was confident that one would not easily realize anything went wrong. Enough evidence in some areas, mostly when it came to explaining the seasonal calendar. This was good.
	Managing group dynamics (15% weighting)	10%	The trainer managed the group dynamics; however, there was a lot of movement among the participants, mostly in the afternoon. Time was given for participants to fully express their views.

TRAINER’S SELF-ASSESSMENT

Initially, I was not sure how the day’s events would turn out, but the sessions went on well as planned.

Trainees’ evaluation

- Most development agencies are shying away from talking about pastoralism because of fear of Government.
- The research or evidence used in training is not contextualized to Karamoja.
- Need for field experience—collect grasses and name them.
- Prioritize research on pastoralism in Karamoja.

DAY THREE

DAY THREE

Impact of total seasonal rainfall on pastoral resources (P1, KQ2, A2)

The facilitator was expected to follow the training steps.

This is one of the most critical sessions, as it shows that mobility in the wet season is key for ensuring high productivity of livestock. Here you can refer back to the Baggara case study in which animals are kept on a near-constant diet of fresh pasture throughout the year as a consequence of mobility. The other aspect of this session that is critical is the training steps on the seed cycle and how plants protect themselves from overgrazing. This too is important for the next session looking at when degradation does happen in the drylands (i.e., when mobility decreases).

Grazing rhythm during the dry and rainy seasons have an important influence on natural pastures and livestock (reference: Pillar 1, Key Question 2, Argument 4), and may be combined with Step 1 of P1, KQ2, A5 on herbivores (livestock and wildlife), which are important for rangeland ecology.

- Follow the training steps.
- These sessions show the beneficial impacts of grazing on the environment.
- There is also an opportunity to talk about the armed *kraals* that led to reduced mobility, and thus reduced productivity and led to greater degradation.

Participants converged in one room and did a role play to demonstrate pastoralism as a system. Participants observed from the role

play that there was interaction between the three pillars and the influence of the external environment.

Key learnings by participants from this session

- Why pastoralism outperforms other livestock management systems.
- Natural resources are a big element of pastoralism.
- Karamoja has the most nutritious tree species for animals.
- Seasonal calendar.
- Understood that mobility is a key component of pastoralism.
- Given insight about the TEV of livestock and pastoralism and therefore can advocate for equivalent support from Government.
- Mobility is key for survival of pastoralism.
- Types of pastures in local language.
- Dry grass is better for animals.
- Learnt how pastures differ during wet and dry season; minerals are lost during dry season.
- Learnt that seasonal calendar starts with onset of rains.

Team One

Test training for Team One was done by Tebanyang Emmanuel and David Cleave Waiswa.

Table 13. Assessment for Tebanyang Emmanuel

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 82%	Mastering content (40% weighting)	32%	He has mastered well the arguments and data in the rainfall distribution session. When presenting model of the seed cycle, he was not sure why plants in pastoral areas produce millions of seed. It is very important to understand resilience.
	Facilitation skills (30% weighting)	25%	Very good session on distribution of rain. It was innovative to go outside to emphasize the message about rainfall being spatially and temporally variable as well as unpredictable. There was good sequencing of questions. When showing slides of rainfall in Njemp flats, should take a bit of time to explain the data. He did a good job of explaining the data on rainfall in 1979 in Njemp flats. It was a good example of asking a question and following up with another question. The seed session held outside could have been quicker as the key message here is to establish that plants produce seeds that constitute "the seed bank," a key factor in the resilience of rangelands that will be dealt with later. Session on resilience seemed to turn into a lecture and was a bit rushed.
	Presentation skills (15% weighting)	13%	He appeared relaxed and confident, spoke clearly and not too fast or slow. He had good engagement with participants, though at one point in the afternoon, during the seed cycle session, he attended to his phone while a participant was talking to him. This cost him a higher score.
	Managing group dynamics (15% weighting)	12%	He did a good job of keeping group together. It was a good innovation to go outside.

TRAINER'S SELF-ASSESSMENT

The sessions went well, but it was quite challenging because the participants were not homogeneous. Initially, the atmosphere was tense, but eventually confidence was restored. The time was limited, and the information was very technical. Time was required to simplify it for trainees.

Table 14. Assessment for David Cleave Waiswa

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 84%	Mastering content (40% weighting)	35%	He has mastered the content! In second session on rainy season dynamics, there is need to be careful to spend more time on this to ensure people understand what is meant by ephemerals, annuals, etc. Issue of variable and dispersed nutrients in rangelands during wet season could have come out more strongly, but this was difficult. He did not mention selective feeding of livestock.
	Facilitation skills (30% weighting)	25%	First session was very well facilitated. Participants started off cold, but he warmed them up. It was a good innovation to do role play on dynamics of three pillars. Session on seasonal rainfall: it was good to bring participants forward to explain data. Also a good idea to stick grass on cards and ask participants to identify its characteristics. Session on temporal/distribution of rain was well facilitated, but he demonstrated need to present scenarios that would not be at risk of being contested. During use of the diagram showing rainfall and pasture growth after three years, he moved slightly into lecture mode and introduced notion of not selling animals. This slightly broke the logic of the session; he then focused on dynamics of pasture in the rainy season.
	Presentation skills (15% weighting)	12%	He appeared relaxed and confident. He focused more on one part of the room for some time but overall was good.
	Managing group dynamics (15% weighting)	12%	In the first session, he gave good chances for all participants to participate and give their opinions. He brought everyone together.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 74%	Mastering content (40% weighting)	32%	He appeared confident and knew what he was discussing. There was some logical flow of information; the participants seemed to have understood the concepts.
	Facilitation skills (30% weighting)	18%	Little was mentioned about mobility. Much time was spent on what previous facilitators had covered with participants. Questions were asked clearly, and time was given for participants to respond. However, the facilitator was giving some controversial statements, e.g., “too much rain is useless,” to which participants objected that too much rain is not useless but rather harmless or even facilitates growth of pasture. Some participants seemed bored because they were not involved in the discussion. A few participants dominated the discussions.
	Presentation skills (15% weighting)	15%	The facilitator appeared relaxed and was not too fast when presenting. He did very well in all aspects regarding this section.
	Managing group dynamics (15% weighting)	9%	Facilitator did not encourage the quiet participants to be engaged in discussions. Very little was done to energize the participants, except during the recap session. Social contract was somehow kept, although participants were speaking randomly without restraint.

TRAINER'S SELF-ASSESSMENT

He was initially worried about delivering the technical aspect of the training. Managing time was an uphill task. The language barrier was an issue, and translation used up considerable time. Innovative means were deployed to explain abstract portions of the training sessions.

DAY THREE

Team Two

Test training for Team Two was done by Vincent Lomuria and Paul Lokol.

Table 15. Assessment for Vincent Lomuria

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 87%	Mastering content (40% weighting)	35%	Great job done with co-facilitator; they complimented one another. The team used 99% of the local language, and this made the local people happy. Questions were used at all times, and participants answered. Arguments were well articulated, and at certain moments people had role plays and related training aspects with real situations. He was confident and used local examples while drawing information from the local people in the group. The sessions broadened participants' understanding of pastoral mobility.
	Facilitation skills (30% weighting)	26%	Facilitator used questions, showed slides, and encouraged discussions. This was good. Facilitator probably gave a lot of time to discussions, perhaps use of local language helped to clarify things more than if he had used English. There was no use of "fridge" or "parking lot" at all. He fostered good discussions and involved participants. He fetched grasses from the field, and participants identified them in their local language. This made discussion more relevant. Participant involvement was good at all times.
	Presentation skills (15% weighting)	13%	Facilitator appeared relaxed and mastered the topics properly, spoke clearly, and faced participants at all times. Use of PowerPoint was good but minimal.
	Managing group dynamics (15% weighting)	13%	Managed group dynamics and used local songs as well as provisions to energize the group. Movement of people inside and outside was minimal. Training evaluation was done at the end, and results were positive.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 79%	Mastering content (40% weighting)	33%	Good logical flow of content, and it was built on the previous sessions. In fact, grasses that were identified in the previous sessions were physically brought, and the participants were allowed to name them in the local language. Confidence was exhibited in the entire training. However, there was too much reading at the beginning of the session. Facilitator followed steps; however, challenge was in clearly explaining certain evidence to the participants. Facilitator kept referring to previous session. Facilitator articulated issues clearly in support of pastoral mobility. He appeared confident in the knowledge and issues being discussed. Built participants' understanding, although he kept explaining issues, which took a lot of his time.
	Facilitation skills (30% weighting)	22%	Language used was good, and this encouraged active participation. However, there should be improvement in translation of questions so that the meaning is not lost in the translation. Facilitator tried, but some questions were not very clear. Participants were provided enough time to answer questions. Sequencing of questions was good. Discussions were fostered well. However, some responses were not in line with the question. The local language used was the one that was understood by most of the participants. There was limited use of the "fridge" to facilitate the planned logical flow. Session was participatory.
	Presentation skills (15% weighting)	12%	Facilitator appeared tense at the beginning. However, confidence was gained as facilitation progressed. Facilitator appeared relaxed, faced participants, and was able to explain evidence. However, translating from English to the local language somehow distorted the meaning. Clearly explained evidence with examples that were local.
	Managing group dynamics (15% weighting)	12%	Used good energizers. At a point they almost failed to control the loud ones. Participants participated actively, energizers were given, and social contract was also observed. Managed to control the sessions throughout the training. However, did not observe that some participants were on social media.

TRAINER'S SELF-ASSESSMENT

Facilitators on Day One built a good foundation; this acted as a springboard for this team. He got lost at some point. It was difficult trying to juggle experienced indigenous folk and students. The group of trainees generated a list of key points at the end of the day that were similar to those in the training manual; this brought a sense of fulfillment.

Table 16. Assessment for Paul Lokol

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 87%	Mastering content (40% weighting)	35%	Great job done with co-facilitator; they complimented one another. They used 99% of the local language, and this made the local people happy. Questions were used at all times, and participants answered them. Arguments were well articulated, and at certain moments people had role plays and related things with real situations. He was confident and used local examples while drawing information from local people in the group. The sessions broadened participants' understanding of pastoral mobility.
	Facilitation skills (30% weighting)	26%	Facilitator used questions, showed slides, and encouraged discussions. This was good. Facilitator probably gave a lot of time to discussions; perhaps use of local language helped to clarify things better than if they used English. There was no use of "fridge" at all. He fostered good discussions and involved participants; fetched grasses from the field and participants identified them in their local language. This made discussion more relevant. Participant involvement was good at all times.
	Presentation skills (15% weighting)	13%	Facilitator appeared relaxed and mastered the topics properly, spoke clearly, and faced participants at all times. Use of PowerPoint was good but minimal.
	Managing group dynamics (15% weighting)	13%	He managed group dynamics and used local songs as well as provisions to energize the group. Movement of people inside and outside was minimal. Training evaluation was done at the end, and results were positive.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 80%	Mastering content (40% weighting)	33%	Ideas were presented in a fairly logical manner. The issues of mobility were well articulated by the facilitator. The facilitator appeared confident and was able to respond to a couple of issues raised by participants. Evidence on key issues was provided. The session built on participants' understanding of mobility. This was evidenced by the level of involvement of participants. Facilitator really tried to follow the steps. He had an advantage of language in that he was able to present in Nyakaramajong, and the whole house was at par. There was a challenge of clearly explaining evidence. He explained all the session in the simple language that made the participants who spoke Nyakarimajong feel ownership of the training. He gave examples from the local communities. There was logical flow.
	Facilitation skills (30% weighting)	24%	Repeatedly asked questions so that the participants could understand. Managed the sequences of issues; however, the use of a "fridge" next time will make it better. Encouraged participants to discuss issues and used the words "no postponing ideas." Due to use of the local language, participants were all involved in this session. Questions were clearly asked, and participants provided responses. Participants were given time to answer questions and engage in discussions. All participants were given the opportunity to speak and provide their views. This was facilitated fairly well. This was fairly observed considering the heterogeneous nature of participants. However, some questions were not clear. The session was so interactive because the language used in facilitation was understood by everyone.
	Presentation skills (15% weighting)	11%	Tension was present at the beginning; however, the facilitator built up confidence as the session went on. The trainer exhibited a lot of confidence, was relaxed and interesting. He was innovative with energizers. Presented and explained local evidence to support the arguments. He spoke clearly, faced participants all times, and observed respectable distance.
	Managing group dynamics (15% weighting)	12%	This was fairly done, although students and fresh graduates were almost left out at some point due to their limited understanding of the local language. The social contract was kept, since participants were reminded of the contract. He ensured that all participants were together, the schooled and the non-schooled. He gave participants enough time to express themselves; however, those in the schooled category were a little left behind in the naming of grass and grazing areas. Energizers were used; better control of "loud ones" should have been done.

TRAINER'S SELF-ASSESSMENT

Connecting between sessions with co-facilitator was a little difficult.

Trainees' evaluation

- The key points are very important.
- Participants need handouts.
- Time management was good.
- Facilitators were eloquent.
- It was a very practical session.
- Statistics caused some participants to stop concentrating.
- Learnt to differentiate the pasture that fattens but reduces quantity of milk and one that increases milk.
- Session was interactive.
- Take-home was “chances of decision makers to support pastoralism.”
- Translation takes time, so there is need to summarize.

DAY FOUR

Mobility is a fundamental strategy for good management of pastoral resources (P1, KQ4, and A2). Facilitators should do Steps 1 and 2 according to the training manual and present a case study on mobility in Karamoja (KDF has done maps and studies on this). The purpose is to show mobility is well organized; there are institutions and rules and regulations—except they are invisible to outsider people.

Constraints and opportunities of mobility

This could be a plenary discussion to start with and refer back to issues that were raised on Day One. Ideally, you systematically address all the negative issues that were raised on Day One to check if people still hold the same views, e.g., mobility is not productive, it causes degradation, etc.

Hold a discussion on whether mobility is supported by policy in Uganda. Facilitator can present information on the draft Rangeland Management and Pastoralism Policy and do analysis of its strengths and weaknesses. Facilitators can show mobility in Spain and West Africa as a case study (Module 2, Key Question 7). Facilitators can finish with either a plenary or buzz group work to discuss what is needed to promote mobility in Uganda.

On day four, the two teams, Teams One and Two, converged in one room. Daniel Aleper did the test training for this session.

Table 17. Assessment for Daniel Aleper

Personnel	Skill	Score	Comments to justify the score
Facilitators' total score: 61%	Mastering content (40% weighting)	28%	He did well on making participants understand the key issues regarding mobility in Spain and West Africa but could improve by reading the reference note that gives more material. He presented a second session on mobility. He started by showing photos from Spain. He used the local language to ask leading questions. He encouraged participants to answer questions and speak out. He was confident and faced participants all the time. The photos made people happy, but there was a feeling that he rushed this session.
	Facilitation skills (30% weighting)	20%	Although he asked good questions, he also provided answers; for instance, some of the years and places the pastoralist were moving to. Time was not well managed, the session was rushed, and questions were not exhausted. It would have been good to use buzz group discussions to allow more people to make sense of the photos. Some participants could have engaged in the discussion, but only a few who are part of the local people engaged.
	Presentation skills (15% weighting)	12%	Good facilitation of start of session; need to remember to use both languages; time keeping was a problem. The facilitation appeared relaxed but from time to time was reading the document and mixing the local and English language. He faced participants and tried to explain policies clearly.
	Managing group dynamics (15% weighting)	10%	He did not load file of photos in advance, so projection of photos was interrupted, and this broke the dynamism. Tended to focus on those participants who spoke Nyakarimajong. The group was quiet and switched off when explaining policies and legislation in Spain and West Africa. People were a bit unsettled towards the end of the season.

Personnel	Skill	Score	Comments to justify the score
Peer review total score: 64%	Mastering content (40% weighting)	27%	<p>There was a logical flow of content and questions asked. Arguments were clearly articulated. Facilitator appeared confident and knowledgeable of issues discussed. Relevant evidence was provided to support arguments made. Participants' understanding of pastoral mobility in Uganda was built and enhanced. He kept attending to his phone though he appeared confident. There was some disconnect from the previous arguments. Presentation was on livestock mobility and was done mainly by showing slides with pictures and maps to illustrate mobility. Generally, the presenter appeared comfortable, but the questions were not so clear. Participants at one point were just staring at the pictures.</p> <p>He articulated lines of argument through pictures to clearly support pastoral mobility. The facilitator asked clear questions and was understood by participants. This is evident in the responses that they provided. Participants were given enough time to discuss and provide responses to questions asked. The "fridge" was used but not adequately. Facilitator clearly fostered discussions on different issues. Discussions around contentious issues were held, and participants were encouraged to express their views. All the skills were exhibited, although the discussions were uncoordinated. "Fridge" was not used, and the translation took away the momentum at times. He involved all the participants in the debate, gave enough time to participants to answer questions.</p>
	Facilitation skills (30% weighting)	19%	<p>The facilitator was very confident, knew what he was doing, and spoke the local language that most of the participants could understand. He appeared to be in his comfort zone and faced participants most of the time. He at times stood sideways. The facilitator presented evidence on PowerPoint, though it appeared congested with lots of information. Presentation skills were lacking. Though he appeared relaxed and confident, he was disorganized.</p>
	Presentation skills (15% weighting)	10%	<p>There was no clear social contract agreed upon at the beginning of the session. Participants were free to express themselves. At one point, it turned out to be like a lecture.</p>
	Managing group dynamics (15% weighting)	8%	<p>There was no proper control of participants. There were few energizers. Facilitator involved all participants, although a few dominated the discussion. Participants were given time to respond.</p>

CLOSURE

The certification test training session was concluded with speeches and Alias Morindat from IIED handing over certificates to the trainees.

Closing remarks by Simon Peter Longoli, Executive Director, KDF

Simon Peter Longoli thanked the trainees for their commitment and active participation. He noted that the training was a success, and for this he expressed gratitude to KRSU for organizing the test training, the AT, and the overall facilitators, Alias and Ced.

He pledged KDF's commitment to work with CBR, and Makerere and Gulu Universities to ensure that the course is rolled out. He urged all those present to use the information they had obtained to advocate for pastoralism and influence the negative narratives about pastoralism, especially in Karamoja Region.

Sophie Nangiro, Safer World

Sophie Nangiro moved a vote of thanks on behalf of the participants. She appreciated KRSU for organizing the training and thanked the AT for facilitating the test training sessions committedly.

She noted that this training was unique given that no resourceful training on pastoralism had been conducted in Moroto. She emphasized the need to advocate for mobility as a key component in pastoralism, especially in the Karamoja Region, because its ecosystems differ from those in other pastoralist environments. She noted that land in Karamoja is being taken for other uses such as mining, and this restricts the mobility of livestock and pastoralists.

She concluded her remarks by requesting that the AT and especially KDF compile the contribution of the Karamajong indigenous folk to the draft Rangeland Management Policy.

Dr. Waiswa David, Makerere University

Dr. David Waiswa noted that the test training sessions provided a good platform for information exchange for both facilitators and trainees. He thanked the trainees for their active participation and KDF for the good mobilization.

He further urged the trainees to use the information they had acquired from the training to light other people's candles by influencing negative narratives around pastoralism in communities. He encouraged them to keep the candle burning by supporting pastoralism given that it is a major source of livelihood for the Karamoja Region. He extended his gratitude for their collaboration and participation in the test training despite the language barrier for some members.

He concluded his remarks by applauding KRSU as well as Alias and Ced from IIED for their support, guidance, and oversight of the entire process.

Ced Hesse, IIED

Ced Hesse emphasized the fact that the rationale for the PPC is based on addressing the knowledge gap and power imbalance that has led to an inadequate and inappropriate institutional environment for pastoral development. He further said that the training involves all stakeholders from academia, and policy makers and the community.

He noted that the approach used is based on partnering with academic institutions and other community-based organizations in order to ensure sustainability of the course. He advised the AT members to avoid lecturing but rather to adopt a facilitatory approach when training. He commended them for the good work done during the training sessions.

He also thanked the trainees for their willingness to learn and embracing sessions that were embedded with lots of scientific knowledge.

Charles Hopkins–KRSU

He thanked the trainees for their commitment and KDF for good mobilization. He applauded the AT for their dedication to the trainings and roll-out of the PPC. Charles explained that the partnership with IIED, Makerere University, Gulu University, CBR, and KDF was crucial for ensuring sustainability of the course even after the KRSU project has closed.

He noted that pastoralism is destroyed by the very people who should support it and therefore urged them to influence negative narratives about pastoralism in every forum or platform they have access to.

He was glad to note that they had appreciated the TEV of livestock in the region and its contribution to the national economy. This can be used as basis to advocate for adequate financial support from Government to benefit the region.

“When you get the right space, say the right thing to the right people!” he told them.

He informed them that PPC textbook and training manual will be ready by end of June 2019, and KDF will run the training sessions in the Karamoja community. He urged CBR, KDF, and Makerere and Gulu Universities to carry on the candle about pastoralism.

This session was concluded with the handing over of certificates to trainees by Alias Morindat from IIED.

Quotes and learnings

“I have learnt that sedentarization will affect pastoralism.” Eunice Nangiro, District Land Board

“I thank the trainers; they have used simple English and not scientific terms that are hard to understand.” Muzeei Angella, Opinion Leader

“The seasonal calendar should be used as a yardstick by development agencies who want to transform Karamoja.” Stephen, Elder

“I did not know mobility is the lifeline of pastoralism, I now know that mobility is important and without it there is no pastoralism.” Lokol Paul, Graduate

“I was carrying out some program with women who chose to take up cattle keeping as a source of livelihood. I had a negative attitude towards it, much as I am a Karamajong. I did not know what pastoralism is all about but due to this test training, I have learnt a lot and I now appreciate pastoralism.” Chegem Dorothy, Youth Representative

“All the rainwater that flows to other rivers in other regions comes from Karamoja, our cows have shoes, they trek following our water.” Veronica Achola

CLOSURE

“Do not leave the resolutions about pastoralism on paper, implement them! Fencing off our cattle in one place destroys the culture of the Karamajong.” Stephen, Elder

“Mobility is an identity for pastoralists.” Louskari

“I have been empowered and I now feel burdened about the situation of pastoralists, I need to do something about the situation.” Joyfree Munyes

“The group that has received the training has the responsibility of starting an advocacy process. We have to sensitize all Karamajongs and non-Karamajong who are grabbing land.” Maureen

“Before the training, I thought modern forms of livestock keeping were better than pastoralism, if I was to become advocate before this training I would support ranching. However, this training has reoriented my thinking!” Polycarp

APPENDICES

Appendix I. Discussions and presentations

Day One

Team One

Types of pastoralists

Sebei, Masaai in Kenya and Tanzania, Sahelian, Turkana, Toposa, Pokot, Kalenjin, Dinka, Nyangatom, Batooro, Iteso, Bahima, Boran, Matheniko, Bok, Pian, Dikile of Somalia, Dodos, Jie, Napore, Ngiteuso, Tepes, Fulani, Didinga, Kara.

Differences between pastoralists include facial marks, beads (color/quantity), dress styles.

What is the **common perception** around pastoralism among pastoralist communities, e.g., Karamajong versus Masaai, between pastoralists and non-pastoralist communities?

Table 18. Positive and negative perceptions of pastoralism

Positive	Negative
<ul style="list-style-type: none"> • Supporting marriage • Love our culture • Other cultures respect pastoralism • Because of livestock we are proud • Pastoralists are resilient to shocks • High bride price • Friendship and unity is our nature • Use livestock to perform rituals, e.g., any black animal is special for rain • Livestock sold to settle debts • Animals major source for livelihood 	<ul style="list-style-type: none"> • Too proud • Destructive and poor managers of rangelands • It is archaic or old-fashioned • Pastoralists a source of conflicts • Pastoralists are lazy, especially men lie under trees • Warriors/arrogant • Pastoralists are illiterate • Conservative/resistant to change • Pastoralists are polygamous; embedded in wealth • They are cattle rustlers • Always struggling for resources • They are jealous of other peoples' animals • Greedy/hostile

ISSUES ARISING FROM DISCUSSION

Polygamy is part of Karamajong culture, and this provides sufficient labor to manage herds. However, this is changing because the number of livestock herds is reducing. Pastoralism in the current times is diluted because it is now more commercialized. It is losing direction because of modernization pressures; for example, in the past pastoralists never used to sell off their animals.

Pastoralism is a complex system; many people have assumptions about it and therefore need to be taught more about it.

Men among the pastoralist communities are at times perceived as lazy because they spend time under trees, but this is not true. During such moments, they are engaged in planning for mobility and security of their families and herds. They also spend time making shoes and other household items. The young men tend to look for pasture, while the women look after the children. Youth who have been disarmed are engaging in peaceful activities like associations, livestock trading, and peace committees in hotspot areas. When cattle were plenty, men were lazy, women bore a big part of the burden

even to manage livestock. Nowadays, cows are fewer, so roles are more equitable.

Women nowadays are more involved in decision making, such as sale of livestock for school fees, for example. Men are still in control and manage the livestock herds. Animals are owned for pride, but the livestock business is also growing. Elders are still seen as key advisors on peace issues and grazing. Pastoralism is complex because we are stuck on some core taboos, e.g., initiation into manhood, naming of children by old women in villages as per clan, elders still seen as key advisors on peace issues and grazing.

Technologies for sharing information on availability of water and areas of conflict, for example mobile phones, have been adapted, but others see technology as a negative aspect because they used horns to give alerts and call meetings in the past.

The elements of the system are indivisible; the cow is a herder and the herder is the cow. Water, pasture, herder, and land are interlinked.

Team Two

Who is a pastoralist? A person who keeps and moves with livestock in search of water and pasture from one place to another. Livestock include cattle, goats, sheep, donkeys, and camels.

A pastoralist is a person who keeps animals for livelihood and moves from place to place in search for greener pastures and water for animals.

- They live in semi- arid areas of Uganda.
- Their mobility is dictated by weather changes.
- They practice communal land ownership.

Where they found in Uganda?

They are found in semi-arid regions of Uganda.

Examples

Karamoja Region—Karamajong

Ankole Region—Bahima, Banyankole

Bunyoro Region—Balaalo

Teso Region—Itesot, Kumam

Luo-Langi, Acholi

Characteristics

- Their entire livelihood depends on livestock.
- They move from one place to another in search of natural resources (water and pasture).

Map showing location of pastoralists in Uganda



Major issues facing pastoralism today

- Policy governing pastoralists
- Land tenure system amongst pastoralists
- Climate change
- Commercialization of agriculture
- Attitude towards pastoralism
- Awareness creation
- Policies
- Climatic changes (periodic dislocation)

Table 19. Opportunities and constraints in pastoralism

Opportunities	Constraints
<ul style="list-style-type: none"> • Livestock • Existence of civil society organizations • Existence of National Development Plan (NDP) III • Agricultural extension • Natural resources (water, land security) • Education (skills, social services) • Leadership (structure) • Market • Increased animal products • Open markets • Employment opportunities • Willingness and the love for animals (ownership) • Business opportunities • Education opportunities • Skills • Stability • Dialogue 	<ul style="list-style-type: none"> • Unclear policy on pastoralism • Increased demand for land • Weather changes • Cattle theft • Negative attitudes • Livestock diseases • Limited social services • Diversification • Inadequate agriculture extension workers • Lack of coordination • Insecurity • Drought • Animal diseases • Inadequate land • Inaccessibility of natural resources • Price fluctuation • Time frame for the quarantine • Inadequate veterinary doctors/services • Poverty • Lack of pastoralist rights • Poor adaptation of modern ways of keeping animals

DAY TWO

MOBILE LIVESTOCK MORE PRODUCTIVE THAN SEDENTARY LIVESTOCK IN DRYLAND ENVIRONMENTS

Why does pastoralism perform better than other land uses in the drylands?

- It is built on indigenous knowledge of the people.
- Adaptation of the indigenous breeds (cattle) to the climatic conditions of drylands.
- Highly nutritious species of pasture found in the drylands, e.g., *elet*.
- Traditional knowledge of early warning systems.
- Availability of grazing reserves found in the drylands (*apero*).
- The option of mobility facilitates pastoralism.
- Pastoralist system is manageable (investment costs).
- Resistance to natural calamities such as drought, diseases, pests.
- Attachment to the culture (paying dowry, initiations, shrine).
- Communal land grazing allows for mobility.

Table 20. Natural pastures as a major source of feed (P1, Q1, A1)

Habitat	Grasses
Lowland black cotton soils—wetlands	<i>Eteleit</i> <i>Ekorete</i> <i>Etirae</i> <i>Ekaromwae</i> <i>Emitut</i> <i>Eyelele</i> <i>Egirigirioi</i> <i>Ewalaangor</i>
Eastern arid area	<i>Eregae</i> <i>Ekodiokodioi</i>
Mountain slopes	<i>Eteteleit</i>
Riverbanks	<i>Eteteleit</i>

APPENDICIES

Discussion

Other livestock systems include paddocks, ranching, and zero grazing. Minerals in pastures include potassium, sodium, magnesium, chloride.

Pasture types: *alet* (offers salt and milk), *alepana*, *atuko* (for muscles, nerves, and growth), *amokorat*, and *thiloit*.

Animals eat both green and dry grasses. In times of plenty, animals prefer dry grasses

in the higher lands as compared to greener grasses in the lowlands or wetlands.

During the dry season, pastoralists move looking for water and pasture. Others, like women and children, are left behind. During the dry season, animals lose weight due to poor nutrition.

Animals eat shrubs, pods, cactus, crops, straws/crop residues, salty soils, pods, and wild fruits.



Figure 1. Local names of pasture species.

Table 21. Differences between ranching and pastoralism

Ranching	Pastoralism
<ul style="list-style-type: none"> • No mobility • Limited pastures • Improved breeds • Commercialized • For the wealthy • No communal grazing 	<ul style="list-style-type: none"> • Mobility • Access various pastures

Why pastoralism outperforms other livestock systems:

- Indigenous knowledge in management of livestock
- Availability of vacant land for pastoralism
- Mobility of livestock in search of natural resources
- Availability of a variety of palatable pastures
- Ability to resist drought
- Positive attitude as a way of livelihood
- Disease resistance
- Limited water sources
- Vast land is available in drylands.
- Rain calendar is favorable.
- Adequate soil type
- Limited water bodies
- Land tenure system
- Not easily affected by other constraints to other types of farming like diseases and pests
- Unreliable rainfall that does not support crop production

- Livestock is resilient to shocks and stresses since they can move from one place to another.
- Provides more valuable products that are highly preferred on the market
- Provides a variety of pastures that are highly nutritious to livestock (e.g., *alet* and *atuko*)
- Low cost of production as it requires fewer inputs and only family labor
- Land tenure system supports the livestock production.

Discussion/presentation

Facilitators took participants outside the training room to discuss variation of rainfall amounts and the number of rain days within the rainy season and from one month to the next.

Trainees also discussed and agreed on a seasonal timeline for Karamoja Region. There was consensus that climate change has affected this timeline.

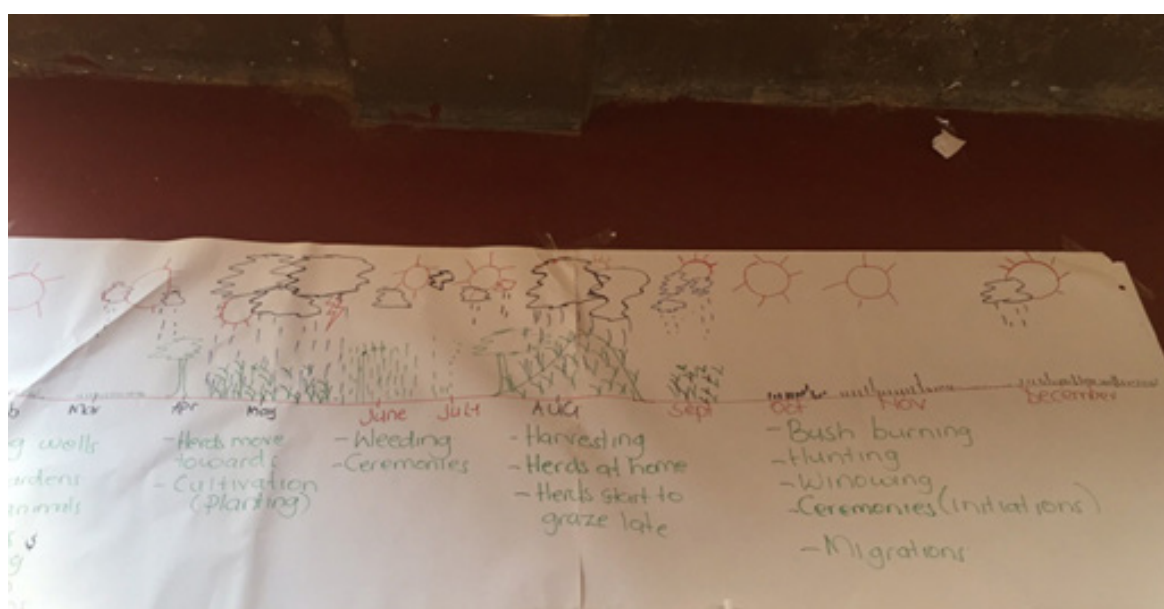


Figure 2. Seasonal timeline for Karamoja.



Figure 3. Group presentation.

Appendix II. Allocation of facilitators

Team One facilitators	Team Two facilitators	Allocation of days
Peter Longol and Professor Samson Opolot	Sidonia Angom and Esther Atem	Day One
Irene Akidi and Elly Ndyomugenyi	Falvia Amayo and James Opoka	Day Two
Tebanyang Emmanuel and Dr. Cleave David Waiswa	Vincent Lomuria and Paul Lokol	Day Three
Professor Aleper		Day Four

Appendix III. List of trainees

S/N	Name(S)	Designation	Location
1	Loput Anastasia	Student	Moroto
2	Akorio Morine	Student	Moroto
3	Lopuka Mary Goreti	Student	Moroto
4	Angolere Prisca	Student	Moroto
5	Teko Paul	Student	Moroto
6	Otyang Julius	Student	Moroto
7	Nyafwonyo Mary Patricia	Student	Moroto
8	Angella J. Adome	Opinion Leader	Moroto
9	Amongin Gloria	Student	Moroto
10	Awot Jenifer A.	For APO Rupa	Moroto
11	Mudong Alice	Student	Moroto
12	Logiel Anthony Abott	Community Development Officer (CDO)	Rupa
13	Akol Markson Ojoa	District Education Officer (DEO)	Moroto
14	Ariko Lomuria	NRM	Kobebe
15	Lomer Losukari	Resource Committee	Kobebe
16	Teko Ritah	Student	Nadunget
17	Odelok Thomas	Councilor	Moroto
18	Nayor Joyce	TOBARI, Moroto	Moroto
19	Nangiro Simon Peter	Karamoja miner's association	Moroto
20	Isaac Lokwar	GIZ ENWASS	Moroto
21	Lokol J. Polycarp	Graduate, MUBS	Moroto
22	Joyfree Munyes	FAO	Moroto
23	Abura Stephen	KADP	Moroto
24	Loyor Lodapangoria	<i>Kraal</i> Leader	Acherer
25	Ngorok Sukari	<i>Kraal</i> Leader	Lokali
26	Achok Veronica	Women Rep	Rupa
27	Teko Akwang	Community Rep	Rupa
28	Lolem Anna	Women Rep	Rupa
29	Dr. Naligoi Emmy	Veterinary Officer	Katikekile
30	Keyo Paul Otim	Student	Moroto
31	Chegem Dorothy	KAWUO	Moroto
32	Nangiro Cecilia	CDO	Nadunget
33	Ongole Mariam	Women Rep	Kobebe

APPENDICIES

34	Icuro Domenic	MADEFO	Moroto
35	Lydia Loukae	Riamriam	Moroto
36	Ilukol Robert	KDF	Moroto
37	Sagal Ivan	KDF	Moroto
38	Loru Moses King	CDO	Tapac
39	Lokong Kizito	C&D	Moroto
40	Lodim Raymond	DreamLine	Moroto
41	Adupa L Dinah	MIFUMI	Moroto
42	Agan Robin Raymond	NDLG	Moroto
43	Kiyai Hellen	Councillor	Moroto
44	Angolere Pauline	FAO	Moroto
45	Nangiro Eunice	Opinion Leader	Moroto
46	Munyes Michael	LEMU	Moroto
47	Nangiro Sophie	Safer World	Moroto
48.	Loru Moses King	CDO	Tapac

Appendix IV. List of adaptation team and others

No.	Name	Gender	Organization
1	Prof. Samson Opolot	M	CBR
2	Opoka James	M	Gulu University
3	Basil Mugonola	M	Gulu University
4	Geoffrey Kawube	M	Gulu University
5	Elly Ndyomugenyi	M	Gulu University
6	David Waiswa	M	Gulu University
7	Dr. Aleper Daniel Knox	M	Gulu University
8	Irene Lynette Akidi	F	Gulu University
9	Sidona Achieng	F	Gulu University
10	Boma Paul	M	NARO-NABUIN
11	Lokol Paul	M	KDF
12	Tebanyang Emmanuel	M	KDF
13	Margaret Lomonyang	F	KDF
14	Vincent Lomuria	M	KDF
15	Atem Esther Odong	F	KDF
16	Simon Peter Longoli	M	KDF
17	Flavia Amayo	F	Makerere University
18	Joseph M. Kungu	M	Makerere University
19	Asiimwe Henry	M	Makerere University
20	Dr. Ronald Kalyango	M	LSWLS-MUK
21	Alais Morindat	M	KRSU
22	Ced Hesse	M	IIED
23	Charles Hopkins	M	KRSU
24	Irene Nampiima	F	c/o KRSU, Feinstein
25	Stella Nassuna	F	KRSU
26	Quinn Neely	M	East Africa Production House

Appendix V. Photo gallery



