



Holistic Grazing Planning
Trainer of Trainers Workshop
Held at Westgate Community Conservancy
May 1-5, 2012

Report of Holistic Grazing Planning Training-of-Trainers Workshop

May 1, 2012/Day 1

The morning started with exercises and discussions focused on becoming familiar with each other, with the scope of the training, and the scope of the month in the field training other conservancies.

Introductions

Participants:

	Name	Conservancy
1	Stephen Lenantoiye	Westgate, Acting Manager/Sierra 1
2	Joseph Letoole Lopsala	Westgate CC, Grazing Coordinator
3	Keward Lekakuli	Westgate CC, Chief
4	Lesashore	Westgate CC, Board Chairman
5	Andrew Lesiapadei	Kalama CC, Manager
6	Benson Lelukai	Kalama CC, Grazing Coordinator
7	Peter Matunge	Lekurruki CC, Manager
8	Thomas Sakui	Lekurruki CC, Grazing Coordinator
9	Peter Lekurtut	Mpus Putuk CC, Manager
10	Patron Lemantile	Mpus Putuk CC, Grazing Coordinator
11	Fred Longonyek	Meibae CC, Manager
12	Samuel Lentaam	Meibae CC, Grazing Coordinator
13	Peter Leshekvet	NRT
14	Titus Letaapo	NRT
15	Peter Lalampaa	GZT
16	Belinda Mackey	GZT
17	Craig Leggett	Leggett Consulting for GZT

Purpose of Workshop:

- Learn how to develop a grazing plan
- Develop skills to take to the community and facilitate a grazing plan
- Ways to manage the grazing plan

Scope of training:

- Creating Context
- Decision Making Structure
- Ecosystem Processes
- Tools used to manage the ecosystem processes
- Grazing planning process
- Exit Reviews

Big picture:

- Role of grazing planning in the NRT Conservancy areas
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Assembly of Training Materials

Each participant was given a tote bag equipped with training material. Grazing Coordinators received extra items to assist in their knowledge of managing holistically and facilitating meetings.

- Copies of “NRT Grazing Planning Training Manual”, as developed by Belinda Low and Craig Leggett, were handed out and participants assembled the manuals into protective plastic sleeves and 4-ring binders
- Coloured markers and carrying case for each participant
- Notebook, pocket note pads, pen, and pencil for each participant
- Coloured gummed dots and sticky notes for each participant
- A sturdy fabric tote bag for carrying training supplies
- Each Grazing Coordinator received a copy of the Holistic Management Textbook “Holistic Management, A New Framework for Decision Making” by Allan Savory and Jody Butterfield.

What does it take to be a good trainer?

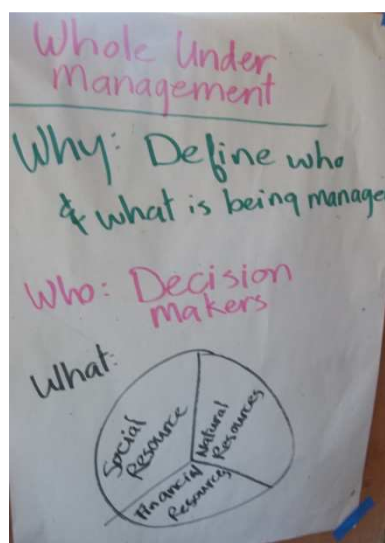
- Understand what you are training
 - Participation of the group
 - Good listening
 - Audible speaking so people can hear you
 - Use different tones
 - Use humour
 - Friendly
 - Examples
 - Manage group dynamics
 - Good planning and organisation
-

Training Modules

The training of trainers followed the format of the NRT Grazing Planning Training Manual.

Whole Under Management

- Defining boundaries of what you are managing
- Define who and what is involved / being managed
- Decision-makers
- What are some of the natural resources we manage – grass, water, soil, wildlife, livestock, land
- Circle with Natural/Social/Financial resources



Create the context – past and present landscape mapping

The trainees created maps simulating real-life scenarios of what the landscape and communities were like in the past and how they are now. This would be a participatory mapping exercise with their communities.

What: participatory mapping of past and present landscape

Why: Gauge what has changed and why and set the base for what you want to create for the future

Who: community (men and women elders; men and women youth)



PAST

- A lot of wildlife (rhino)
- Abundant perennial grasses
- Water (no dams), springs, perennial rivers (Ewaso and Ngare Ndare)
- Fewer luggas
- Less infrastructure
- Few settlements and no permanent buildings
- More grasslands
- No conservancy but wildlife everywhere
- More livestock per household (more cattle)
- Few people

PRESENT

- Less abundant and diverse wildlife
- Increase in bush especially *A. reficiens*
- Conservancies
- Fewer useful plants like perennial grasses and useful trees
- More permanent settlement (investment in schools, clinics, etc.)
- More settlements across the landscape
- Dams, springs have dried up, boreholes, seasonal rivers
- Small stock numbers have increased and number of livestock per household has decreased
- Overgrazed plants
- Bare ground
- More infrastructure – lodge, management zones, roads, airstrip, etc.

CHANGES

- Infrastructure; Plants; Animals – wildlife and livestock; Water

WHY

- More people
- Traditional land management has disappeared
- Demarcation of boundaries and land ownership
- Change from nomadic to sedentary lifestyle (influenced by policy (e.g. kids have to go to pry) and development (more water))
- Kinship ties deteriorated
- Unpredictable weather patterns
- International aid – reliance on aid leading to detachment from natural resources and lack of responsibility for managing resources

Future collective vision

The past and present mapping sets the contest for developing a holistic view of the future based on values and qualities – called the “Collective Vision”. Every individual is important and to be able to create that environment on where everyone feels safe to express themselves, therefore this exercise has the trainees role playing with youth, elders, and women groups.

Group	Social	Financial	Natural
Women	<ul style="list-style-type: none"> • Involvement in decision making in land management • Represented in grazing committee • In unity with livestock and children • Role of women recognised by community • Healthy people and animals • Good leadership • Peaceful relationships • Family planning • End FGM • Equal opportunities 	<ul style="list-style-type: none"> • More cattle than sheep and goats • Different income-generating activities 	<ul style="list-style-type: none"> • More and healthy wildlife • Healthy people and animals • Abundant plant cover and flowing water
Youth	<ul style="list-style-type: none"> • Healthy household • More employment opportunities • Well-planned settlements • Strong family kinship ties • Skilled society • Well-planned infrastructure base (schools, hospitals, roads, airstrips) and easily accessible • Good governance - strong structures and leadership and good morals • Youth empowerment • Introduction of environmentally-friendly energy uses such as solar, wind and geothermal) • Accountability and transparency 	<ul style="list-style-type: none"> • Good livestock market • Good eco-tourism lodges • Sustainable financial resources • Sustainable livestock numbers • Sustainable technical resources • Healthy competition in the market • Vet services • Accessible banking services • Micro-credit • Value added products • No corruption 	<ul style="list-style-type: none"> • Abundant pasture/plenty of grass • Clean water • Plenty of wildlife (rich biodiversity) • Open grasslands (free of invasive species) • Flowing rivers • Timely rainfall (predictable) • Natural resources actively managed in the landscape • Enough livestock • Well planned grazing • Sustainable land use (carrying capacity) • Re-colonisation of lost species
Elders	<ul style="list-style-type: none"> • Well-planned settlement patterns • Healthy families with many children • Many and healthy livestock • Land free from disease from both people and livestock/wildlife • Quality education • Restoration of elders’ authority • Peaceful co-existence within the community and its neighbours • Abundant traditional food e.g. milk and meat • Value for cultural practices and community unity 	<ul style="list-style-type: none"> • More employment opportunities for children • Ready market and high prices for livestock • Capital investment/diversified livelihood (micro-finances, eco-tourism) 	<ul style="list-style-type: none"> • Healthy land with enough perennial grasses to support both wildlife and livestock • Abundant wildlife rich with biodiversity • Sufficient water sources • Land with no bare ground and less invasive species • Highly productive land

Common Themes:

- Healthy people and animals
- Income-generating activities
- Healthy grasslands
- Good leadership
- Peaceful relationships



Ecosystem processes

The ecosystem that supports us and our livelihoods can be viewed through four “windows”: energy flow, water cycle, mineral cycle, and biodiversity.

The trainees were divided into four groups, each group taking one process and took 20 minutes to prepare a presentation. This exercise focused on:

- Use of training manual for reference
- Tying the processes back to each other
- Interpretation of processes and linking it to indigenous knowledge – alternative examples such as plants seeking sunlight
- Clarified the terms in Samburu
Water cycle = Manaroto e nk'are
Energy flow = Ntumoti e mpuan

Reflections

The trainees were asked to reflect on the following questions and turn in a written response. The process of reflection allows the daily information/experiences to sink in. Today's questions were:

1. What do you hope to take away from this training?
2. What do you feel is your strength as a facilitator/trainer?
3. How can defining the “Whole under Management” be helpful?
4. What is the purpose of the past and present landscape mapping?
5. How will you use the collective vision for grazing planning?

May 2, 2012/Day 2

Prayer and stories

Each day started with a prayer and with a story by one of the participants, and a recap of the day before.

Story: Elephant ears by Titus Letaapo

Woman taking care of wildlife and the elephant which faithfully brought her water and firewood but she kept shouting at it. Eventually the elephant got annoyed and stole the women's skins to cover its ears and that is why elephants have big flapping ears.

Story: Samburu rope to God at Kisima by Peter Leshakwet

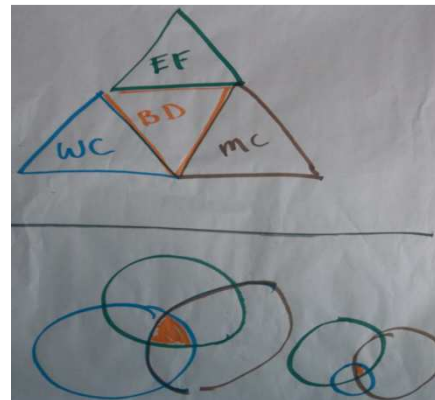
Ndorobo cut the rope because the Samburu wouldn't help them

Review:

- Read comments from Reflection Questions 3, 4 and 5
- How can defining the whole under management be helpful?
- Ensure that no unit of the system is excluded
- Enables the community to appreciate their resources
- Purpose of past and present mapping
 - Highlights the need to manage actively
 - Gives picture of the entire system and challenges over time
- How would you use the collective vision for HPG?
 - Binding vision, can drive people to own the process of planned grazing

Continue Ecosystem Processes

- Peter Lalampaa and Joseph Letoole lead the water cycle plot demo
- Joseph and Benson show biodiversity – explain picture and what BD is and then use string giving different names of natural resources to each person e.g. bee, water, moran, cow, Grevy, etc.
- Peter and Thomas do mineral cycle running through the picture series
- Wrapped up ecosystem processes and drew venn diagram



Alternative ways to illustrate the relationship of the ecosystem processes.

Tools

Brief overview of the 5 tools we use to manage the ecosystem processes. Pay special attention to Animal Impact. Assign 4 groups to prepare presentation on the tools.

- **Animal impact** – Joseph, Samuel, Stephen,
- **Rest** – Mpus Kutuk (Patron and Peter) – showed two visual aids and then went out and looked under the tree.

Discussion on shoats and animal impact. Matunge gives a graph showing theory of disturbance.

- **Grazing** – Benson and Andrew, Kalama
 - Describes picture series, then discuss land use planning especially settlementDaniel Letoiye was here and introduced himself. Daniel talked about his MSc study to look at effect of settlement and grazing on Grevy's zebra.
- **Technology** – Matunge and Thomas, Lekurruki and Peter Leshakwet
 - Used visual aid and talked about clearing invasive species and emphasised addressing symptoms not cause. Discussion on disappearance of grasses and invasive species.

Discuss **Fire** as a tool and why we do not spend much time on it here. (It is not commonly used in the conservancies and its effects can be more detrimental and not lead towards the collective vision.

Discuss core conservation areas under management and need to manage community grazing to reduce pressure on core areas.

Break for lunch

Watched the DVD “Herding the Future” about holistic planned grazing in northern Namibia

- Discussed similarities with Namibia – observed that social fabric eroded and Himba lost their herding skills and after that lost their grass. Same happening in Kenya where social fabric is breaking down and traditional grazing not being planned.
- The film highlighted the importance of the herders.



Reviewed the water cycle demo plots

Took a look at the land and discussed tools applied and effect on ecosystem processes

Grazing Planning

What is the under the Whole Under Management – natural, financial and social & Decision-makers from the social part

Who – decision-makers:

- Grazing committee
- Board
- Key opinion leaders – elders
- Administration
- Herders – morans/children

Who – to support it:

- Conservancy
- Partners
- Community
- Tourism enterprises

When to Plan: For wet season & for dry season:

- Wet – grow as much forage as possible (avoid overgrazing) and fatten livestock
- Dry – ration forage, maintain animal health, leave enough cover for soil protection and wildlife

What are you managing for? Perennial grasses

Key grasses can be part of the NRT vegetation monitoring – indicator that you are moving towards what you are managing for – or not.

Fast growth = fast moves (wet season)

Slow growth = slow moves (dry season)

Grass species noted and displayed (dried and pressed samples):

- Lanana – Brachiaria
 - Lkawa – Chrysopogon
 - Loononro – Lepothorium senegalense
 - Laparan – Chloris
 - Lamuruai – Cynodon
 - Lperesi – Chloris
 - Loirotoroto – Eragrostis
 - Lterian
 - Logusgus – Cynodon dactylon
-
- **Lkawa** has longest recovery period of 2 months – therefore this species helps determine recovery time of grazed plants.

Review Questions

- 1) Overgrazing is a function of _____ not _____
- 2) Out of the 4 ecosystem processes, which two would you concentrate on with the community and why?
- 3) Out of the 4 tools, which 2 would you concentrate on with the community and why?
- 4) When do you plan grazing and why?

May 3 2012 / Day 3

Prayers and Stories.

Forage assessment for Grazing Planning to be done in Buffer Zone:

Training group drives into Buffer Zone. Instructions on forage assessment method is given. Organize to divide into 2 groups. Each group to do forage assessments in 3 grazing blocks (Grass Plots is covered by both groups). 4 hours.

Both groups meet back at headquarters. Data is filled into charts to calculate average meters square per animal day (AD) and total animal days per grazing block and total ADs for Buffer Zone. Adjust total number of ADs by one half to accommodate forage for wildlife and ground cover.

Summarize forage assessment methodology and highlight talking points when doing this with a new group of people: note amount of bare ground (high, medium, low); productivity of site (h,m,l); listing of vegetation (grasses, forbs, shrubs, trees); how to achieve consensus regarding the sample plot size to feed one animal for one day; how to set aside special management areas in the grazing zone where there is much bare ground or erosion.



Conservancy Managers and training facilitators meet and set dates for grazing planning workshops in each conservancy:

- Westgate: May 6,7,8
- Kalama: May 10, 11, 12
- Lekurruki: May 16,17,18
- Mpus Kutuk: May 20, 21, 22
- Meibae: May 24, 25, 26

May 4, 2012 / Day 4

Prayer and Story

- Resume calculations of animal days in each grazing block within the buffer zone.
- Present the participatory method for developing a dry season/wet season grazing calendar. Use the length of the short dry season to complete calculations for the Buffer Zone.
- Complete the chart with length of the grazing season, the calculated number of animals to be grazed and the number of days of grazing for each grazing block.

Name	Ha	Ave m ² for 1 AD	Total Kgs./Block	Less 50% for wildlife & soil cover (Round up)
Lhakuni	117	169m ²	6923	3462
Grass PLOTS	239	155m ²	15535	7,768
Laperintai	181	278m ²	6,516	3258
Sivat	165	587m ²	2805	1403
Nevaten	253	353	7183	3591
Base land	0	0	0	0
Total	1036	1373	38964	19,482

Graze Season
 19,482 ÷ 60 days = 325
 90 days = 216
 120 days = 162

of Animals

The trainees are split into two groups. One group is given a wet season grazing example and the other group is given a dry season grazing example. Each group is tasked with calculating the herd size, number of days grazing in each block, and sequence of moves from block to block. Each group presents their completed grazing plan to the whole group.

- The group watches a video called “Cows and Boys” on low-stress livestock handling as being introduced to pastoralists in Namibia.
- Grazing Coordinators each read a chapter in “Holistic Management – A New Framework for Decision Making” by Allan Savory. They present back to the group a synopsis of the four key insights underlying holistic grazing planning: 1) Holism; 2) Brittleness Scale; 3) Time not Numbers (cause of overgrazing); 4) Predator-Prey relationship.
- Presentation given on important points of managing the grazing plan. Categorize the management points into social, financial, and natural aspects.



May 5, 2012/ Day 5

Prayers and Stories

Monitoring

Presentation on important points of monitoring the grazing plan. Highlighted social, financial, and natural indicators to monitor. Spoke of utilization monitoring, photo monitoring, NRT vegetation monitoring, monitoring of special management areas (i.e. bomas) and collecting rainfall data.

Practice adjusting a grazing plan given a change of circumstances, such as grazing encroachment before/while the grazing plan is being implemented. Illustrated how to adjust animal numbers or grazing days.

Presentation on what recovery time of grass plants is, why it is important and how to observe when a grass plant can be considered recovered from grazing.

Formal training ends. Exit review of workshop participants is given by the facilitators. Certificate of Participation handed out after completed exit review.

End of Training.