

Monitoring Important Bird Areas in Kenya

Proceedings of the Training of Trainers (ToT) Workshop for Monitoring Kenya's
Important Biodiversity Areas

Held at the

Kenya Wildlife Service Training Institute (KWSTI), Naivasha
on 24th – 28th April 2006



Compiled By

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NatureKenya



Background

DATE	TIME	ITEM	PRESENTER/LEAD PERSON
24 th April	05:00-06:00	○ Arrival and checking in of participants at KWSTI	ALL/KWSTI
	07:30-	○ Dinner and overnight at KWSTI	ALL
25 th April	09:00-09:40	○ Introduction and Ice breaking	Enock Kanyanya
	09:40-10:10	○ Expectations of participants	Jacob Machekele
	10:10-10:30	○ Training overview	Ivan Nethercoat
	10.30-11.00	TEA BREAK	
	11:00-11:30	○ The IBA concept, Program and Framework in Kenya	Ronald Mulwa
	11:30-12:00	○ IBA monitoring framework in Kenya	Simon Musila
	12:00-01:00	○ Understanding the IBA Basic Monitoring form ○ Sharing of Sample Results	Mulwa/Musila
	01:00-02:00	LUNCK BREAK	
02:00-04:30	○ Bird watching/game viewing at the Annex. Filling of IBA basic monitoring form at the Annex	ALL	
04:30-05:00	○ Briefing of participants on the main ToT course	Ivan Nethercoat	
	5.00	END OF DAY 1	

Day 1 (25th April 2006)

The training programme started at 9.00 a.m with registration of the participants then followed by introduction where participants were provided with questions in the sheet of the paper that you had to get the answers from the other fellow participants. This was meant for the participants to have formal interaction and to know each other through the guided questions that were provided.

There was further introduction through group presentation, the participants had to put down in the flip charts where he/she is working, is name, is home district and what other colleagues may not know about him or her

Workshop Expectations

The participants raise the following workshop expectations

- To know to communicate effectively
- Setting clear objectives
- More skills in facilitation
- Enhance skills on training other people
- Be in a position to carry /conduct IBA monitoring training for officers working in my institution.
- Learn skills & acquire knowledge to be a good trainer on BD monitoring
- Gain deeper understanding on presentation skills
- To learn how a can train effectively
- To learn more from other experiences
- To learn IBA monitoring techniques & how to train others on using them
- To understand how to effectively carry out monitoring of IBA sites
- To understand IBA concept and how it can be used to monitor BD in the forest ecosystem.
- To understand the methodologies of doing monitoring of birds
- To learn what constitutes an IBA sites in Kenya and my role after the ToT
- Understand IBA monitoring framework
- Strengthen institutional network
- To find out why NEMA, KWS and FD are involve in IBA monitoring
- To meet new friends
- How can IBA be institutionalized in our day to day conservation activities
- For the participants to have fun learning

Training overview

Ivan Nethercoat went through the training programme where he highlighted key issues pertaining training such as;

- Training ways
- Presentation skills
- Different experiences from the participants
- Participants working in groups
- Learning from experience

IBA concept

Mr. Mulwa and Musila from department of ornithology made power point presentation on the IBA concept and Monitoring (**refer appendix 1**). After the presentation the participants raise the following questions for clarification;

- How do we conserve those birds which are destructive? e.g Quelea and Mousebirds. Birds is about protecting ecosystem that affect the people and by conserving the entire ecosystem, birds are conserved.
- What are the methodologies of collecting the data to ensure the information reported represents the actual situation at the site? Before the IBA status report is published it has to be proof read by the participating institutions through their focal points to ensure that the information in the report is reflecting the situation at the site.

Visit to the annex (Hippo Point)

The participants were taken to the IBA site (section of Lake Naivasha) on a practical session; the new developed Global IBA Monitoring Tool by BirdLife International was tested. The trainers were divided into three groups; each group was led by a person who understands how to fill the form. After going through the global IBA form each group later feedback on the positive and challenges they encounter in filling the form.



Participants filling the New IBA Global Monitoring form

The following is what it came up from the trainers;

What is better in the form?

- It is easy to score (according to scope, timing and severity)
- Easy to see and identified the threats in an IBA (threats type are more specified)
- Clear and systematic
- Comprehensive and capture critical aspects of IBA,
- Stands universal applicability

What can be done better in the form?

- The threats need to be customized to capture the community needs (i.e. questions 1-12-threat types)
- Categorization of respondent e.g. community member, government agency and visitor
- Some terms could be further interpreted each use of words (terminologies) such as 'trigger' species, persecution, bycatch, indirect mortality, extreme temperatures etc.
- Not 'common man' user friendly require capacity building for respondent (lead agency in monitoring),
- In **part 1** of the form should provide option for a person who has visited the IBA e.g. Have you visited the IBA before if 'yes' when?
- The introductory statement to part II (in italics), it was suggested it should read as 'Answer as many questions as possible'
- Scope of selected threats, how to use population 'severity' need to be define clearly (notes needed to explain this),
- Need to use of qualifiers in question e.g area in percentage (%), define the boundaries

Day 2 (26th April 06)

1. Communication skills

Communication is a two way process

Role of a trainer

- To identify training needs,
- Set up aims & objectives of the training,
- Set up good learning environment,
- Source of information
- To identify trainees
- Dissemination of information to trainees
- Assess the impacts

Attributes of a perfect trainer

Group presentations

A good trainer should be;

- Knowledgeable about the subject matter
- Have friendly face
- Moderate mouth
- Good listener
- Maintained eye contact with audience (Open eyes wide)
- Sample, smart & outgoing
- Have all the necessary teaching aids
- Use body language (gesture)
- Good communication & presentation skills
- Disciplined
- Organised
- Patient & accommodative
- Encourages participation (don't dominate learning)



Who is a good trainer?

- Motivator (able to motivate audience e.g. give them sweets etc.)
- Exude confidence
- Sharp & focused
- Know trainees by their names
- Use appropriate language (Multi-lingual)
- Good planner (preparation of a lesson plan)
- Time conscious
- Innovator
- Dynamic
- Team player
- Have monitoring & evaluation skills
- Articulates issues
- Adaptable to different training environment
- Good demonstration skills e.g. bird identification, use of equipment
- Good memory recall
- Good hearing ability
- Voice projection (audible enough)
- Understand the background of the target group of trainees
- Prepare & provide learning materials
- Use different learning styles
- Conversant with communication medium

Setting up training objectives

Objective should be **SMART**

- S-specific
- M-measurable (use words such as list, describe, identify etc.)
- A-agreeable/achievable

- R-realistic
- T-time bound

Words to avoid using in writing training objectives

- To understand
- To know
- To enjoy
- Long words
- Clichés e.g. at the end of the day.....
- Jargon
- Tautology

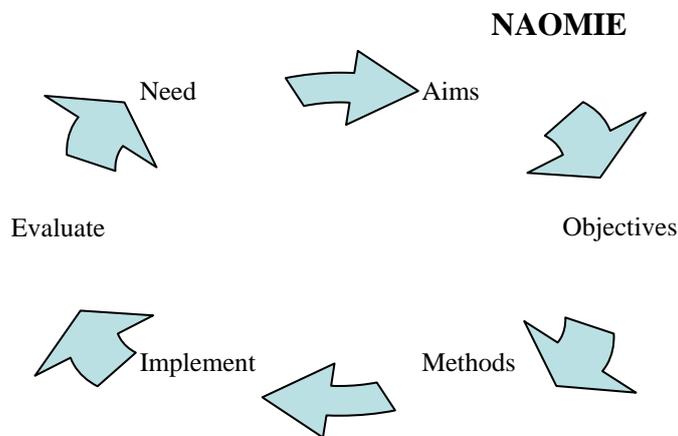
The different between aims & objectives

Aims is broader (general statement of intent)

Objectives are used to attain the aim

The word **NAOMIE**

- N-need
- A-aims
- O-objectives
- M-methods
- I-implement
- E-evaluate



Groups' assignment

Participants were divided into groups and each group was to assume that it is going to carry out training on IBA monitoring for the local communities adjacent to the IBA site. So they had to put up training notes using NAOMIE.

Group presentation

Group 1

Aim: Create awareness on importance of birds among local communities for IBA conservation.

Objectives:

Following a one month training participants will be able to;

- Identify at least 10 bird species
- List 10 roles of birds
- Identify 5 interrelationships between man and birds

Methods

- Training on bird identification
- Visit the field for bird identification
- Demonstrate the interrelationships between bird & man through practical

Evaluation

- Change of attitudes toward birds
- Formation of bird watching groups
- Number of birds identified

Group Aluru (Group 2)

Need: Group needs to visit an IBA in order to help them understand its importance

Aim: To organize a visit to the IBA site and to assist the group to understand the importance of the IBA site.

Objectives: By the end of trip/session, participants will be able to;

- Each member will have visited an IBA site
- Members will be able to identified 2 trigger bird species, for the IBA site
- Each member will be able to list 3 major threats to the IBA site
- Members/participants will be able to list 2 other species of Flora and Fauna at the IBA site
- Participants will be able to identify/list 5 possible measures of mitigating the threats to the IBA sites

Methods

- Organise the local people into a manageable group
- Have group discussion to agree on the IBA site to be visited
- Visit the IBA site reconnaissance [trainer] for travel logistics
- Visit the site with the group and allocate tasks
- Demonstrate how to identify the trigger species and other Flora and Fauna within the IBA
- Carry out the tasks allocated (participants)
- Each group to present and give feedback after the trip

Evaluation

Ask members/participants to give feedback on the following;

- Session content.
- Relevance of the trip.
- Effectiveness of the Trainer and method used
- Compare feedback with objectives and asses whether the training was effective
- Identify new training needs or gaps.



Group discussion session

Group 3

Need: Birds are not seen as important or interesting by the local people.

Aim: Create bird's conservation awareness among the local people.

Objectives:

- i. To have 20 members of the local community trained able to positively identify 40 species of birds by December 2006
- ii. Participants will be able to guide in bird watching activities.

Methods

- Training workshops
- Talks and video shows
- Field visits to IBA.

Evaluation

- i. Number of people participating in bird monitoring.
- ii. Number of trained people.
- iii. Number of birds identified by the trainees.

In-Time Group (Group 4)

Scene: Local people have never visited the IBA site

Aim: To select 30 community members who will participate in IBA site awareness creation.

Objectives: By the end of the tour;

- i. The community will be able to define the IBA site (boundary)
- ii. The community will be able to identify 5 common birds' species

Activities (Methods)

- Develop selection criteria
- Active/Existing groups/Established
- Agree on the time of visit.
- Determined the resources available (financial & materials)
- Make invitation and notification for the visit.
- Conduct the visit.

Evaluation

- i. Number of participants who visited the IBA site-pre.
- ii. Number of locals who can identify 5 common bird species-posts.
- iii. After the tour determined the level of understanding of IBA

Day 3 (27th April 06)

Practical section on communication skills

The participants were divided in small groups according to the institutions they were from. Eight groups were formed with each being given a task to handle and later presented to the rest of the participants. Each group were given five minutes to the presentation and as they were presenting they were being recorded through video camera there after each were shown on the television screen how he/she was making his/her presentation. The key thing here was how one can communicate effectively to the participants without getting bored.

Each group was either to use flip charts or over head project or white/black board to make a presentation. Also they were free to arrange and decorate the room as they wish and each member in the group to speak within 5 minutes allocated to each group.

The task given to each group was as follows;

Kenya Wildlife Service – Group 1

Task: In order for Basic IBA monitoring to be comprehensive you need more people to be willing to complete the forms. However, some people see the whole process as little more than a 'favour' for Nature Kenya.

Devise a 5 minute presentation of a training programme that aims to help them see the IBA monitoring process as something that will help them in their work.

Kenya Wildlife Service – Group 2

Task: You need to introduce your staff to the IBA monitoring process so that they will support it.

Devise a 5 minute section of training that will help you achieve the above

Forest Department – Group 1

Task: In order for Basic IBA monitoring to be comprehensive you need more people to be willing to complete the forms. However, some people see the whole process as little more than a 'favour' for Nature Kenya.

Devise a 5 minute presentation of a training programme that aims to help them see the IBA monitoring process as something that will help them in their work.

Forest Department – Group 2

Task: You need to introduce your staff to the IBA monitoring process so that they will support it.

Devise a 5 minute section of training that will help you achieve the above

National Environmental Management Authority – Group 1

Task: In order for Basic IBA monitoring to be comprehensive you need more people to be willing to complete the forms. However, some people see the whole process as little more than a 'favour' for Nature Kenya.

Devise a 5 minute presentation of a training programme that aims to help them see the IBA monitoring process as something that will help them in their work.

National Environmental Management Authority – Group 2

Task: You need to involve the local community in the IBA monitoring process

Devise a 5 minute section of training that will be delivered to the local people and introduce them to the concept.

National Museum of Kenya

Task: Devise and demonstrate 5 minutes worth of indoor training based on IBA monitoring.

Nature Kenya

Task: Devise and demonstrate 5 minutes worth of indoor training based on IBA monitoring.

Group presentations

The trainees were divided into pairs as by their organisation they were coming from each of the pair were given a question to discuss and later made presentation as the facilitator do video recording. The presenters had an opportunity to see themselves on the TV screen on how they were making their presentation.

The purpose of this presentation was to allow trainees to put in practice the skills they had learned from the beginning of the training session.

All the 8 pairs made presentation; the trainees were divided as follows;

- NEMA 1
- NEMA 2
- KWS 1
- KWS 2
- FD 1
- FD 2
- NMK
- NK

NEMA Group 1

Aim: Applying basic IBA monitoring for Environment Management.

Objectives: By end of training participants will be able to apply IBA monitoring in:

1. Identifying Environmental hotspots by end of 2006
2. Listing 5 threatened species of birds in the hotspots
3. Describing mitigation measures for the hotspots

Planning

1. Target Group: NEMA field staff
2. Create enabling Environment for training
3. Training Needs
 - Skills to identify hotspots and threatened bird species
 - Skill in applying IBA monitoring Tool
4. Resources required;
 - Nature Kenya official as Resources person
 - Training equipment
 - Training Materials.
 - Training Allowance.
 - Indoor Training.
5. Identifying and develop training material
 - Assemble picture, posters, pamphlets, video and monitor
6. Implementation
 - Two-Day in-door Training.
7. Develop Validation Evaluation Strategy for monitoring the application/use of IBA tools

Evaluation

1. Use of IBA integrated planning of hotspots management
2. Formation of environmental management support groups addressing;
 - a. Afforestation issues
 - b. Eco-based income generating activities
 - c. Ecotourism



Presentation skills: trainer being recorded as he does presentation

Forest Department Group 1

Aim

To create awareness among forest station managers in important bird area sites

Objectives

At the end of the training all the forest station managers should:-

1. Be able to properly fill and submit on time IBA monitoring forms.
2. Be able to demonstrate the relationship between bird population and the quality of the forest.

Topic

Relationships between bird populations and the status of the forest

Forests as habitats for birds

- breeding
- food source
- sanctuary

Ways in which birds are useful to the forest

- pollination
- seed dispersal
- nutrient recycling
- control of pest

NEMA Group 2

The Important of Bird Areas (IBA) Monitoring Process

Aim: To introduce the participants to the IBA monitoring concepts

Objectives: By the end of the training event, participants will be able to;

- State what an IBA is.
- List 3 importance of IBA.

- Describe 1 method of IBA monitoring.
- List 1 way in which they can be involved in IBA monitoring.

What is an IBA? It stands for Important Bird Area, key global conservation sites.

Birds are used as indicators because;

- They are widespread.
- They are easy to survey.
- They are better to known.
- Most are unique to certain habitats.
- Effective indicators to biodiversity richness.

Importance of IBA

- Constitute important part of the hydrological cycle.
- Key sites of the global conservation
- Natural Resources

What is monitoring? Periodic collection of information

Why monitoring? To detect positive or negative changes e.g. change in water level in the Lake.

How to monitor;

By use of questionnaires to note;

- Threat
- State
- Response

How can you be involved?

- Form monitoring groups (SSGS)
- Existing Self Help Groups & Community Based Organisations can participate
- Individuals

National Museum of Kenya Group

Theme: IBA monitoring in Kenya

Aim: Introduce participants to IBA monitoring.

Objectives

Following 5 minutes presentation, participants will be able to;

1. Define an IBA
2. State the importance of IBAs in Kenya
3. Describe the IBA monitoring process in Kenya

At the end of the presentation/training, participants will be expected to & remember;

1. The number of IBAs in Kenya.
2. The number of protected/unprotected IBAs in Kenya.
3. The IBA monitoring model.

Important of Bird Areas (IBAs)

Definition: IBAs are places of international significance for conservation of birds at global, regional and national level.

Sites qualify if they hold;

1. Globally threatened species (in IUCN list)
2. Range-restricted species
3. Biome-restricted species
4. Congregation of species (water birds)

IBAs in Kenya

1.60 IBAs, 35 protected and 25 unprotected

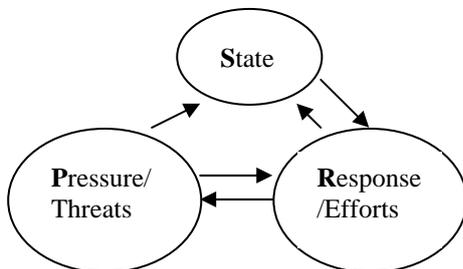
IBAs are also Important Biodiversity Areas, since;

- They help conserve all Fauna and Flora in Kenya e.g. over 1089 bird species.
- Have enhanced closer collaboration among organizations in conservation.

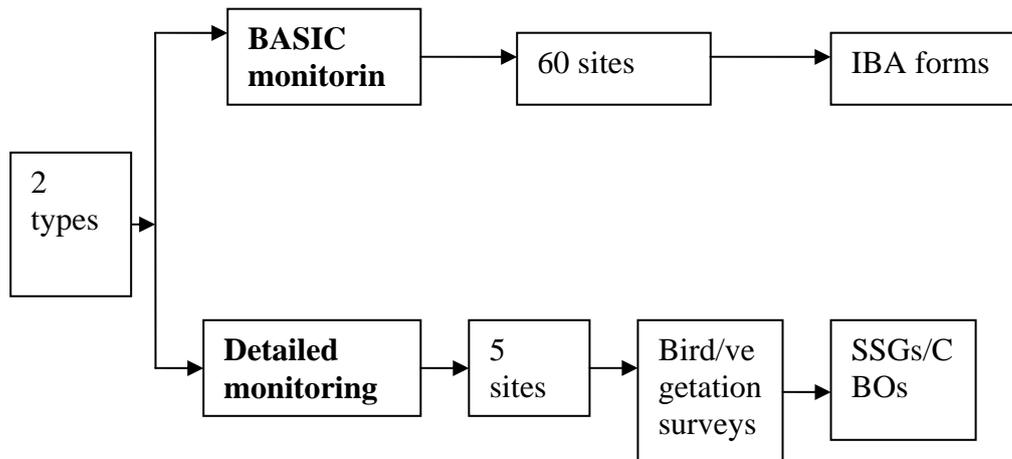
IBA Monitoring

Monitoring of IBAs important since it TRACKS changes in habitat conditions and animal/plants populations.

Monitoring is done by use of **Pressure-State-Response** model adopted by Convention of Biological Diversity



Types of IBA Monitoring



Forest Department (FD) Group II

Aim: To introduce FD staff to the IBA monitoring process

Objectives: By the end of this meeting all DFOs will be able:

- i. Define what an IBA is
- ii. To monitor the state of the IBAs using the monitoring forms.

Introduction

1. What is an IBA?

- Practical tools for conservation.
- Sites of global conservation importance.
- Identified using standard international criteria(objective, quantitative and scientific)
- Support self-sustaining populations of the species.
- Are protected area networks.
- Form part of a wider integrated approach to conservation (sites, species & habitat protection).

Day 4 (28th April 2006)

What should a good trainer do?

Start

- With appropriate introduction
- Eye contact
- Keeping time
- Using cards for reference notes
- Using pictorials/sketches
- Be more audible
- Engage the participants
- Use teaching aids
- Move around necessarily while presenting
- Better use of flipcharts

- Plan for a better room arrangement
- Good mastery of subject and updates
- Using stories relevant to subject
- Climate setting
- Understanding the trainees
- Learning from the trainees
- Being accommodative and dynamic
- Rehearsals

STOP

- Being static
- Boring
- Gloomy
- Shy
- Over crowding flip chart
- Using acronyms
- Making assumptions about participants knowledge
- Use of jargon
- Long presentation
- Long irrelevant stories
- Rude
- Silence gap
- Dragging
- One side presentation

Continue

- Improve on time keeping
- Clarity in presentation
- Good body language
- Eye contact
- Be innovative on teaching aids
- Engage participants/interact with participants
- Exude confidence
- Motivating participants
- Innovative and creative
- Clarity in language
- Story telling
- Relevant to the subject
- Focused
- Good/organised room arrangement
- Self referencing
- Subject mastering
- Using appropriate illustrations
- Using decorative/catch flipcharts
- Using different/variety presentation methods

Preparation

Planning

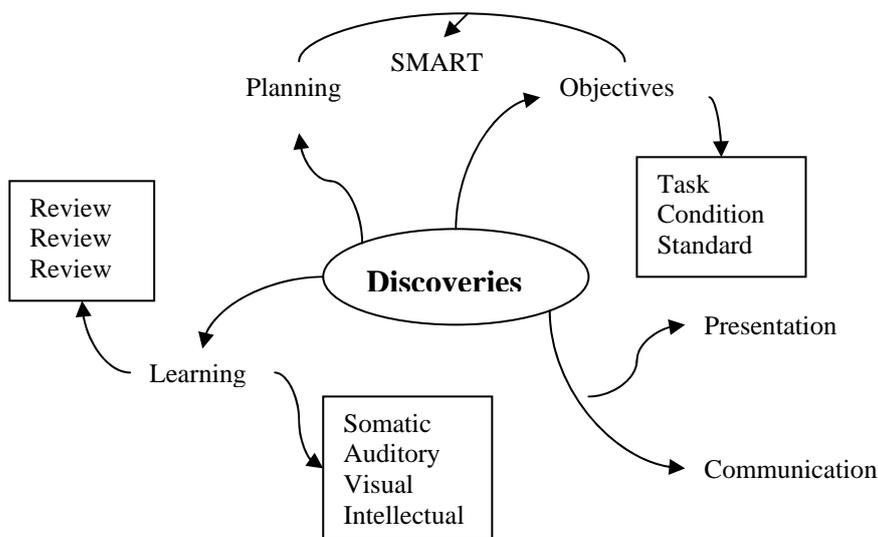
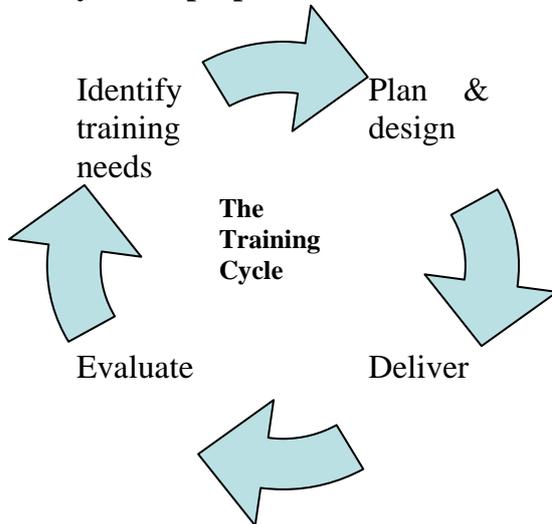
- Set up learning environment
- Identifying training needs
- Organise/invite participants
- Identify target groups
- Prepare training materials
- Set clear objectives
- Determine your resources
- Test equipment prior to the training
- Identify and prepare training aids/materials

Evaluation method

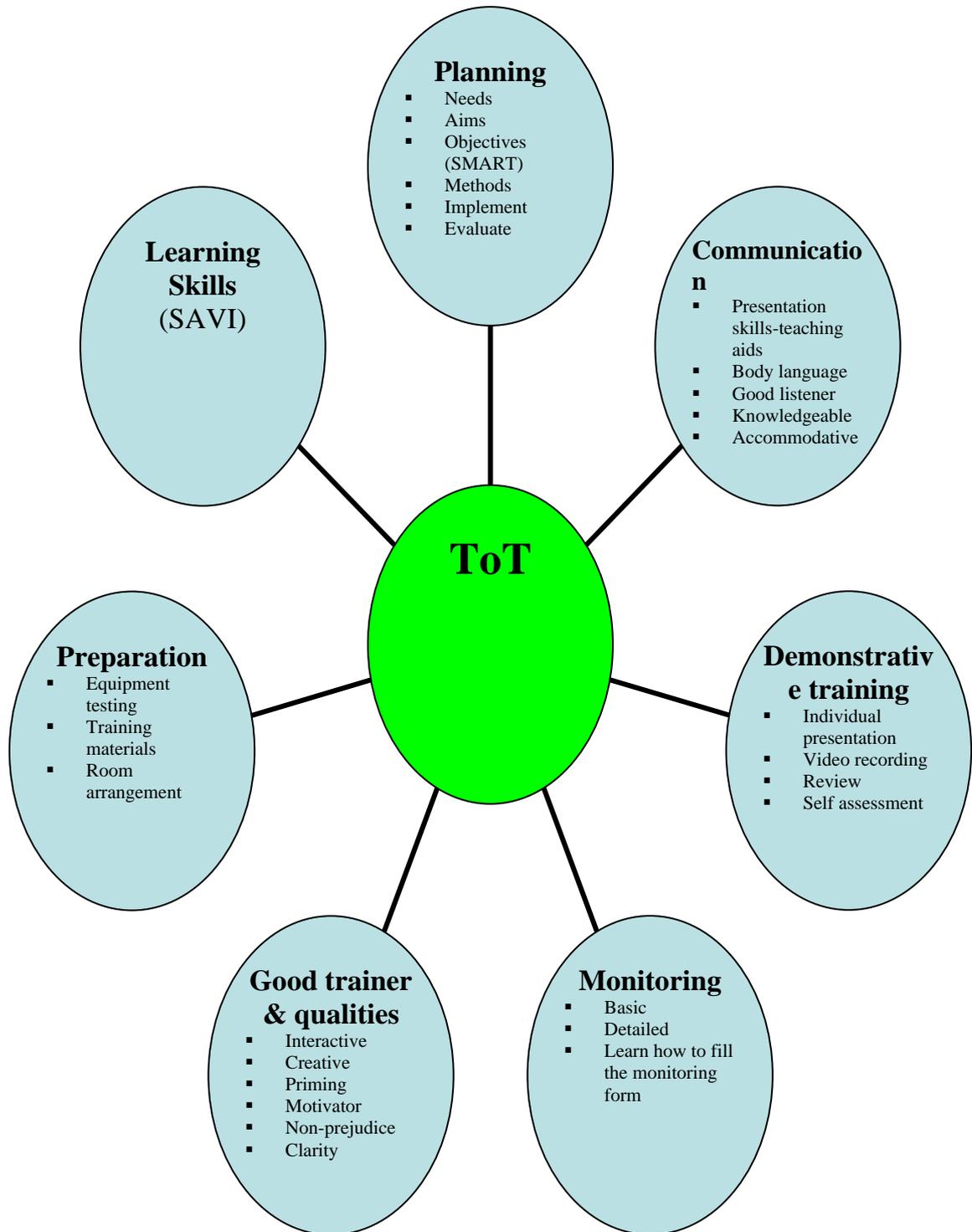
Flexibility in time management

Plan to have motivators e.g. sweets

Summary of the preparation



Training of Trainer Summary



Appendices

Appendix 1

Monitoring Important Bird Areas (IBAs)

Simon Musila & Ronald Mulwa
Presentation

Important Bird Areas (IBAs)

- The Important Bird Areas process uses birds to locate key sites for biodiversity conservation across the globe.
- Why use birds?
- Birds have many advantages as a group to use for biodiversity priority setting;
- They are widespread
- They are Diverse
- They are Easy to survey
- They have the aesthetic appeal and many people watch them as a sport/for fun
- They are better known than many other organism

ALSO;

- Birds are also effective indicators of biodiversity richness - other animals and plant groups.

Thus,

- Although the IBA network is defined by the birds it holds, its conservation ensures survival of other biodiversity.
- Important Bird Areas (IBAs) are *essentially* Important Biodiversity Areas (IBAs).

What are IBAs?

- Are practical tools for conservation,
- IBAs are sites of global conservation importance.
- They are identified using standard internationally agreed criteria, which are Scientifically defensible
- Existing Protected Areas are part of IBA network
- Some IBAs may only be appropriate as seasonal habitats for birds e.g. Migrants
- IBAs form part of a wider, integrated approach to conservation that embraces sites, species and habitat protection
- Due to the uniform international selection criteria: IBAs effectively form a “*Common Global Conservation Currency*”!

Aims of the IBA programme

- The function of the IBA programme is to identify and protect a network of sites, at a scale large enough to ensure long term survival of naturally occurring bird populations.
- It is meant to cover the range of those bird species for which a site-based approach is appropriate.
- The IBA process has been used to build institutional capacity and set an effective conservation agenda without much technical research exercise.

Criteria for Identifying IBAs

IBAs are selected because they hold bird species that of different categories;

1. Globally threatened Species
2. Restricted-range Species
3. Biome-restricted Species
4. Congregatory species

About Kenya's IBAs

- Sixty sites have been identified as IBAs in Kenya (See map).
- 35 of the 60 IBAs are within the protected areas system i.e. either Forest Reserve or National Park/Reserve. 25 are unprotected
- Sufficient information is lacking for a further five sites - designated as potential IBAs these are:
- Sixty sites have been identified as IBAs in Kenya (See map).
- 35 of the 60 IBAs are within the protected areas system i.e. either Forest Reserve or National Park/Reserve. 25 are unprotected
- Sufficient information is lacking for a further five sites - designated as potential IBAs these are:

IBAs fit into three priority levels;

- Critical = sites for intensive and immediate action,
- Urgent = site for ongoing action at a less intensive level and
- High = sites for a set of lower-level actions.
- Details of each IBA site account is given in the Kenya' IBA directory by Bennun and Njoroge 1999.
- The IBA network covers all Kenya's major habitats and around 10% of its land area.
- Together the 60 IBAs conserve all the bird species for which Kenya has global responsibility.
- All IBAs are priorities sites for conservation, but some need more urgent attention than others.
- Analysis of threats and biological importance of the set of 60 sites have been done to set priorities for conservation action. Critical, Urgent, High

History of the IBA programme

- The IBA concept first started in Europe in 1985,
- Initiated by BirdLife International – works partners across the world e.g. Nature Kenya.

- It proved very valuable for advocacy among policy-makers about conservation priorities/needs and has guided conservation efforts.
- E.g. increased no. of sites under formal protection
- Also tested in the Middle East
- In African region begun in 1993 - field surveys & literature review – many countries involved
- IBA Directories published as follows; Ethiopia 1996, Kenya 1999, Uganda 2001, TZ 2002, African Continental 2001
- The Books - proving to be a valuable advocacy tool

The IBA programme in Kenya

- The programme started in Kenya in January 1995
- The IBA programme is co-coordinated by the Nature Kenya
- With support from the Royal Society for the Protection of Birds (The BirdLife Partner in UK), initial support by GEF.
- The bulk of the technical work by National Museums of Kenya - i.e. field surveys, literature review & identification of knowledge gaps
- Since 1998, IBA process has been guided by a National Liaison Committee (NLC)
- NLC has representatives from 23 Government and NGOs which have provided key inputs for influencing policy-making.
- There is also an 'IBA monitoring' sub-committee of the NLC composed of Focal Points drawn from various institutions

Phases in IBA process in Kenya

- Phase 1: Identification of the IBAs. The 60 sites
- Phase 2: Enhancing biodiversity conservation action through advocacy within local community-NGO-government partnerships - NLC.
 - Conceptualizing IBAs as Important Biodiversity Areas (IBAs)
- Phase 3: Site specific IBA monitoring protocols developed and monitoring schemes initiated at various sites -including the ongoing training session for NGO, Government and community conservation groups on the principals and importance of monitoring

IBA conservation status in Kenya

- The major conservation issue in Kenya is the loss, fragmentation and modification of habitats due to Rapid Human population growth
- There is intense pressure on land, especially in the higher rainfall areas — which also happen to be 'hotspots' for biodiversity.
- Result - little natural habitat now remain outside protected areas.
- The protected area network was designed to conserve water catchments and large charismatic mammals
- As a result there has been continued erosion of biodiversity – IBAs process addresses such gaps
- Most threatened habitats are forests, wetlands and moist grasslands.
- Conserving Kenya's biodiversity requires a variety of approaches.

- The IBA programme has started to work with site-based conservation groups, (Site Support Groups –SSGs) - useful collaborators

What actions need to be taken?

- The IBA process addresses site-oriented research and action, encompassing management, monitoring, education, advocacy and National and international legal protection.

What actions need to be taken?

- The activities involved here include;
- Survey poorly known sites and identify additional IBAs as necessary – ongoing
- Monitor IBAs to understand changes and provide feedback to conservation and policy mechanisms – ongoing
- Collaboration between local communities, Government and NGO agencies (stakeholders) – ongoing
- Raising awareness locally and nationally – ongoing
- Developing and strengthening local Site Support Groups – ongoing
- Activities involved;
- Supplying site information to national-level co-ordination and priority setting processes – ongoing
- Stimulating conservation action, and securing resources to support it – ongoing
- Preparing site action and management plans and ensuring their implementation – ongoing
- Building local and national NGO and Government as well as local communities to sustain the IBA process – ongoing.
- Developing a regional structure to exchange information and expertise – ongoing.

Monitoring: Definition

-  Collecting information repeatedly over time in order to detect changes in habitat structure and animal populations

Driving Objective

1. Is the habitat quality improving or worsening?
2. Is the animal populations increasing or declining?

Method Involved in Monitoring

Survey: A set of regular or standardized observations (repeat same steps)

Surveillance: A set of regular surveys to collect data at SPECIFIC TIMES (EG, day, week, month) over a period.

Monitoring: Surveillance done with a SPECIFIC OBJECTIVE

1. Eg, How has the populations of Wildebeests changed in Nairobi NP since 1970?
2. How has the population of flamingos changed in L. Nakuru NP since 2000?



Trainers holding flip chart contain what they learned during training

Participants for Training of Trainers Workshop for Monitoring Kenya's Important Biodiversity Areas on 24th – 28th April 2006 at Kenya Wildlife Service Training Institute (KWSTI), Naivasha.

No.	Name	Organization/Institution	Contacts: Address	Tel/Cellphone	Email address
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3	Eric Nahama	FD	“	0722 354 290	Eric_nahama@yahoo.com
4	Joshua Belle Okello	FD	“	0721 269361	okello_jb@yahoo.com
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