



INTERNATIONAL ELPHANT FOUNDATION REPORT FEBRUARY 2019

FINAL REPORT

PRINCIPAL INVESTIGATOR:

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Start Date: January 2018

Completion Date: December 2019

1. List the overall and specific conservation needs this project addressed.

This project addresses people's ignorance of elephants, the strong negative attitude towards them, and the rapid growth in ivory poaching in the communities living around Kibale National Park, Uganda.

2. Summarize the goals and objectives and describe any changes in goals and objectives from the original proposal.

Goal: To build a population of young rural conservationists committed to conservation of the elephants of Kibale Forest, trained to share their knowledge and their positive attitudes with their communities, and eager to engage in practical conservation measures.

Objectives

Objective 1: To improve attitudes to elephants and increase knowledge of them in children from 16 rural forest edge schools, their teachers and their communities.

Actions

- a. Administered Pre and Post Intervention evaluations to students and teachers
- b. Held meetings to plan project goals and content.
- c. Trained 32 Wildlife Club Patrons in elephant biology and behavior.
- d. We partnered with the Harvard College Conservation Society who produced Power Points presentations, posters, activities etc. about elephants for our Wildlife Clubs.
- e. Gave presentations on elephant biology and social behavior to 16 school Wildlife Clubs, 1900 children and 240 teachers.
- f. Shown Elephant related movies to 16 school wildlife clubs, 1900 children and 240 teachers.
- g. Hosted Uganda Wildlife Authority Community Conservation Rangers in three schools to talk

about human elephant conflict and ways to help prevent crop raiding – barrier crops, beehive fences, trenches to 600 children.

- h. Sponsored three debates with 800 children. School Debate Clubs rehearsed debate topics focused on elephant conservation. Rehearsals were held in front of children and teachers not engaged in the Wildlife Clubs to spread information.
- i. 16 School Wildlife Clubs carried out at least three Wildlife Club activities per school focused on elephants during the year:
 - i. 750 children in 16 school wildlife clubs engaged in 77 elephant related activities. They made elephant models, elephant posters, wrote letters to the community, composed poems and performed plays, dances and skits to parents and fellow students.
 - ii. 700 children and 28 teachers in 16 Wildlife clubs received guest lectures on threats to elephants, from The Kibale Chimpanzee Snare Removal Project and Uganda Wildlife Authority Community Conservation Rangers.

Objective 2 - 4: To increase positive attitudes to measures designed to protect elephants in a population that will not support poaching, even tacitly and that is open minded towards trying ways to deter elephants other than killing them and to help 16 communities learn about elephants and become involved in conserving them through the agency of their children.

Actions

- a. 330 children from 16 schools celebrated our first Elephant Pride Day – marching through 9 villages and trading centers entertaining and educating over 1600 villagers.
- b. Two “10 Rules of Elephant Conservation” Posters were distributed to each school for signing by Wildlife Club Members. They hang in the Head Teacher’s offices in each school for parents and visitors to see.
- c. Elephant Presentations at eight school Parents’ Days by members of the Wildlife Clubs to other students and to their parents, reaching a further approximately 1500 students and 200 adults.

Objective 5: To introduce elephant conservation issues into the school curriculum through collaboration with School social studies and science teacher and the District Education Office.

Actions

Engaging 64 science and social studies teachers in elephant conservation activities and inviting district education officers in planning of elephant conservation activities.

Changes: We still did not see any obvious uptake of elephant topics into the school curriculum. This is probably only likely to be realized as a long-term goal that we will be encouraging going forward. However, we did see attitudes to elephants significantly improve in the teachers (Pre Mean Attitude Score = 0.48, Post Mean Attitude Score = 0.98, $p=0.04$).

Objective 6: To enrich our program by building close partnerships with other organizations e.g. NGOs, research groups and community organizations engaged in elephant issues.

Actions

- a) Hosted talks by research groups in two schools to 120 children.
- b) Hosted talks by Tooro Botanical Gardens on indigenous trees and how to protect them to five schools.
- c) Partnered with the Makerere University Biological Field Station to hold workshops and to share our conservation work at their conservation and research events.
- d) Local government officials attended school sponsored events.
- e) Continued our partnership with local projects working to reduce conflict between people and elephants through non-lethal means – bees, barrier crops, trenches etc.
- f) Gave talks about elephant conservation to two UK field courses.

Objective 7: To work closely with the Uganda Wildlife Authority to align conservation priorities and ensure sustainability of our programs

Actions

- a) Partnered with Uganda Wildlife Authority (UWA) to support their conservation efforts through funding of and provision of staff to the UWA Mobile Health and Conservation Clinic.
- b) Partnered with UWA by welcoming Community Conservation Rangers to talk to students about human/elephant conflict and poaching in three schools.
- c) Partnered with UWA to plan long-range collaborations combining education and good evaluations with practical actions directed at reducing threats to elephants e.g. bee fence, trench combination.
- d) UWA staff accompanied all Elephant Pride day marches.
- e) Continuing partnership (funding operating expenses and providing clinical staff) for the Kibale National Park Mobile Clinic, bringing health services and elephant conservation messages to >10,000 people around the park.
- f) Gave a talk about our elephant conservation work at a Uganda Wildlife sponsored meeting for all forest researchers.

3. Describe any activities that differ from the original proposed actions and explain the reason for the change.

We were able to accomplish almost everything we set out to do. We would have liked more talks from UWA rangers and more interactions with forest research groups but it was hard to align everyone’s schedules.

4. Describe the conservation outcomes for elephants, wildlife, habitat and human communities, and list major findings and accomplishments to date.

The major conservation outcomes for elephants were up to 10,000 better informed children with more positive attitudes to elephants.

Since we know that children’s attitudes impact parental attitudes and behavior we predict that these positive advances will also be seen in parents. We do community surveys to measure community knowledge, attitudes and conservation activity. We did this in 2017 (reported in our last IEF grant report) and will repeat it again in 2019.

Reasons why WLC Members thought that elephants should be conserved

<u>Why Elephants should be conserved</u>	<u>% of total responses</u>
Source of Ivory, Skins, Meat and Medicine	18.9%
Source of Jobs and Income	53.7%
Help maintain Forest Environment	12.7%
A Study Animal	5.5%

a) Significant increased knowledge of elephants in 700 children from 16 Wildlife Clubs

Students scored significantly better in post-project elephant knowledge tests (Pre=3.6, Post=4.5, p=0.01)

b) Significant changes in positive attitudes to elephants in 700 children from 16 Wildlife Clubs

- a) Students scored significantly more positively in post-project attitude tests (Pre=0.2, Post=0.4, p=0.02)
- b) Students chose significantly more positive words to describe elephants after the project than before. (Pre= -0.2, Post= 0.5, p=0.0005)

c) When asked what were the greatest dangers to elephant survival there was shift after the project towards things that directly impacted elephants' welfare, hunting, loss of habitat, environmental degradation and away from those that impacted people first e.g. danger to people. For instance, post project there were significant increases in % who cited hunting (Pre = 37.9%, Post=48.9 %, p=0.01).

a) Dissemination of information beyond target group - increase of elephant knowledge in non- Wildlife Club members

We were not able to demonstrate any significant difference in post project knowledge and attitude in Wildlife Club members and non-Wildlife Club students. We believe these results demonstrate that WLC members were transmitting knowledge to their peers through their outreach activities.

c) Measured baseline attitudes to elephants in teachers

In 2017 the mean teacher pre-intervention baseline attitude scores to elephants was -0.44
In 2018 it was 0.5 before our programs started showing impact of our initiative in 2017.
Mean Post project attitude scores were significantly (p=0.04) higher at 1.

d) Measured understanding of practical conservation actions to help mitigate human/elephant conflict

As part of our project we discussed ways to build barriers between the forest and the farms and visited beehive fences with the children. When students were asked how to protect elephants there was a significant (p= 0.03) increase in responses choosing methods to keep elephants inside the park and out of people's gardens from 16% pre-intervention to 35% post-intervention.

5. **Approximately how many humans/communities are/were impacted by your project?**
Approximately how many elephants are/were impacted by your project?

1000 children directly, 10,000 indirectly, their families and their communities. Kibale National Park contains approximately 400 – 600 elephants. Potentially this entire population has been impacted by this project

6. **Describe any problems discovered or occurring during this grant period**

During Elephant Pride Day there was some strong push back from farmers in the northern part of the Park angry at the damage elephants do to their crops. We were glad we had insisted that each group of children be accompanied by a Uganda Wildlife Authority Representative who was able to field and deal with farmers' questions.

7. **Based on this Project, what is the “next step” for this project and does it have implications for future conservation actions?**

The next step for this project is to tie our education programs more strongly to action by communities to prevent human/elephant conflict. We have already taken baseline data from one of our most affected communities to support applications for funding for collaborating in building a “fortification” of elephant deterrents between their gardens and the forest – trenches, beehives and barrier crops.

8. Provide at least one human interest story. This story should enable the reader to identify with the people, a problem, day-to-day situations, achievements or a funny or strange occurrence during the course of the project.

Byamakama Kenneth, P7, Age 14

Byamakama Kenneth is a fourteen-year-old student in the P7 class at Rwenkuba Primary School. He grew up less than a kilometer from the boundary of Kibale National Park in the small village of Rwenkuba, where he and his family would regularly see elephants as they meandered out of the park in search for food. As the elephant population of the park has increased in recent years, the sightings have become more and more common, and Kenneth wondered if he should worry for his family and their crops. Because of his curiosity, he joined his school's Wildlife Club in P4 to learn more about these captivating animals.

Due to his dedicated involvement with the Wildlife Club, he was selected to join a Kibale Forest Schools' Program field trip to Queen Elizabeth National Park, where he saw elephants in their natural savannah habitat in addition to animals like lions and buffalos. He also heard guest lectures from expert park rangers. To share his new knowledge, he presented about elephants during Rwenkuba Primary School's Parents Day. Playing the part of the Minister of the Environment for Uganda he taught his community why elephants should be protected. Kenneth emphasizes not only the ecological importance of elephants to the other animal species he saw, but the moral significance of conserving elephants for future generations. As he said in his role in the skit, he wants to live in a world where not only he, but his children and even grandchildren have the opportunity to witness these amazing animals. To help make this vision a reality, he hopes to be a game ranger when he grows up.



Byamakama Kenneth acting as the Minister of the Environment for Uganda in a presentation on parents' day at Rwenkuba Primary School.

10. In 500 words or less, summarize the progress and results achieved. This will be used for media and donor recruitment.

In 2017 we continued the excellent progress we made in part 1 of this project. By focusing on teaching elephant behavioral ecology and threats to elephant survival around Kibale National Park, Uganda we were able to improve knowledge of and attitudes to elephants to 750 school Wildlife Club members, 9000 of their

peers, and up to 60 of their teachers. Students also participated in an “Elephant Pride Day” creating awareness of the importance of elephants in communities highly affected by elephants, providing information on how to prevent crop-raiding. 330 students from 16 schools performed elephant theme poems, skits, songs and dances to over 1500 attendees from 9 villages.

11. In 50 words or less, summarize the progress and the results achieved. This will be used for social media.

Our program resulted in increased knowledge of elephants and improved attitudes towards them in 750 members of wildlife clubs and their teachers in forest edge schools. Reaching into the community Elephant Pride Day celebrations, brought our conservation message to 10 villages and over 1800 people.

12. List all organizations associated with this project and their roles in the project.

- Uganda Wildlife Authority – Community rangers give talks to the community and wildlife club members.
- Kibale Chimpanzee Snare Removal Program – Rangers give conservation education talks on elephant snares, crop raiding by elephants, trenches and bees as a deterrent to crop raiding.
- The Bee-Keeping for Human-Elephant Conflict-Mitigation and Rural Income-Enhancement Project provide expertise in bee “fence” deterrents
- Kabarole District Education Authority – Consultancy in curriculum change
- The Kasiisi Project – oversight and planning

13. Include a financial report of International Elephant Foundation funds spent.

Item	Amount Requested	Amount Spent	Balance
Personnel	\$4120	\$4120	0
Transport	\$2895	\$2895	0
Meals	\$870	\$866	\$4
Equipment	\$210	\$300	-\$90
Supplies	\$1025	\$775	\$250
Services	\$780	\$866	-\$86
Miscellaneous	\$100	\$200	-\$100
	\$10,000	\$10,022	-\$22

14. Submit at least five high-resolution digital images (350kb or over) representative of the Project as separate individual files. Please include at least one photo with an elephant in the frame that demonstrates your project activities.

SEE ATTACHED

16. Submit at least one video clip explaining the goals, objectives and significant outcomes of your project. Please very briefly acknowledge the International Elephant Foundation.

ALREADY SENT

17. A copy of all future publications that result from this study.

Not yet available

18. Has your project received any media coverage? If so, provide copies of the articles, videos, etc. complete with web links if the coverage was online.

Only from IEF

19. Please list all websites, blogs, social media accounts, etc. associated with the project, its investigators, and organizations (this includes, Facebook, Twitter, Instagram, etc.)

www.kasiisiproject.org

kibalechimpanzees.wordpress.com

www.facebook.com/KasiisiProject