



INTERNATIONAL ELPHANT FOUNDATION FINAL REPORT JULY 2017

PROJECT TITLE: Protecting the Elephants of Kibale National Park, Uganda through school based conservation education programs.

PRINCIPAL INVESTIGATOR:

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Start Date: April 2016

Completion Date: July 2017 – approved delayed completion date due to delays caused by Ugandan Presidential Elections in early 2016

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

This project addresses the 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 and describe the specific actions taken to achieve that objective.

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

- a. To increase knowledge of elephants in children from 14 rural forest edge schools, their teachers and their communities and to increase positive attitudes to measures designed to protect elephants.*

Actions:

- a) Administered Pre-Intervention evaluations to students and teachers
- b) Administered questionnaires to parents to assess local attitudes and knowledge.
- c) Held meetings to plan project goals and content.
- d) Presentations to 1521 children and 80 teachers from 14 schools on elephant biology, social systems, impact on forest conservation and threats to their survival
- e) Elephant films shown to 1521 children and 80 teachers from 14 schools

- f) Trained 28 Wildlife Club Patrons (leaders) in elephant biology and behavior
- g) Distributed Wildlife Club/Elephant Conservationist badges and membership cards to members.
- h) Carried out at least 2 Wildlife Club activities per schools focused on elephants during the year:
 - i) 175 children from 4 schools made elephant models
 - ii) 277 children from 6 schools read books about elephants and then drew pictures
 - iii) 700 children and 28 teachers in 14 Wildlife clubs received guest lectures on threats to elephants, from The Kibale Chimpanzee Snare Removal Project and Uganda Wildlife Authority Community Conservation Rangers

Changes: Some of the activities that we had hoped the children would do to spread what they were learning to peers and communities were not chosen by Wildlife Clubs e.g. newsletters

- i) Field trip to Queen Elizabeth National Park for 56 children and 31 teachers to see wild elephants
- j) Elephant Presentations at open days of 4 school by members of the Wildlife Clubs to other students and to their parents, reaching a further approximately 1500 students and 200 adults
- k) 2 schools made presentations on elephants to over 800 people at the Kibale Forest Schools' Program annual Earth Day celebrations
- l) 3 School Debate Clubs rehearsed debate topics focused on elephant conservation in preparation for an inter-school debate competition to be held in October 2017. Rehearsals were held in front of children and teachers not engaged in the Wildlife Clubs to spread information

Changes: We had hoped for all schools to hold open days, but this option was taken up by only 4 schools, however WLCs are presenting to parents at other school events e.g. rehearsals for debate and drama competitions, and our Earth day celebrations.
- m) Wildlife Club members led by 2 Kibale Forest Schools' Program Conservation Program coordinators presented a radio talk show on elephants on the local radio that potentially reached thousands of households in 8 communities
- n) 85 children helped give elephant talks and videos to 260 people in local churches
- o) Two "10 Rules of Elephant Conservation" Posters were distributed to each school for signing by Wildlife Club Members. Originally intended to hang in all classrooms they were vandalized so now hang in the Head Teacher's offices.
- p) Administered post-evaluations

b. To foster a population that does not support poaching even tacitly, and is open minded about trying ways to deter elephants other than killing them.

Actions

- a) Hosted Uganda Wildlife Authority Community Conservation Rangers in 5 schools to talk about human elephant conflict and ways to help prevent crop raiding – barrier crops, beehive fences, trenches
- b) Hosted Kibale Snare Removal Rangers in 3 school Wildlife Clubs to talk about elephant poaching
- c) Hosted talks in 14 schools on the biology of bees and their role as part of non-lethal ways to reduce conflict between elephants and farmers.

c. To introduce elephant conservation issues into the school curriculum

Changes: We 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.

d. To foster collaboration between the Uganda Wildlife Authority and communities to find non-lethal ways to deter crop raiding by elephants and to reduce support for poaching.

Actions

- a) Included parents, schools and UWA staff at workshops and meetings
- b) Engaged with bee cooperatives around the forest to partner with UWA to reduce elephant crop raiding

e. To enrich our programs by building partnerships with other organizations

Actions

- a) Hosted talks by 3 research groups
- b) Partnered with the Makerere University Biological Field Station to hold workshops and to share our conservation work at their conservation and research events
- c) Engaging local government in school sponsored events
- d) Continued our partnership with local projects working to reduce conflict between people and elephants through non-lethal means – bees, barrier crops, trenches etc.

f. 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
- 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

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

Other than the delay in starting the project due to the National Presidential Elections in 2016 pushing back the start of the new school year by almost a month we have followed actions proposed in our grant almost 100%. Some activities e.g. newsletters have not been carried out yet and we were unable to get UWA rangers into all schools due to the late start of the project and complex schedules for UWA.

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

Major accomplishments to date:

- a) Increased knowledge of elephants in 700 children from 14 school Wildlife Clubs
- b) Increased knowledge of elephants in up to 6000 peers of WLC members
- c) Improved positive attitudes to elephants in children from 700 14 school Wildlife Clubs
- d) Collected baseline data on perceptions of threats to elephants, why they should be protected and how to do it in WLC members and non-members.
- e) Collected baseline data on attitudes of community members to elephants, the threats to them and how to protect them.
- f) Collected data from parents on what they wanted their children to learn about elephant conservation

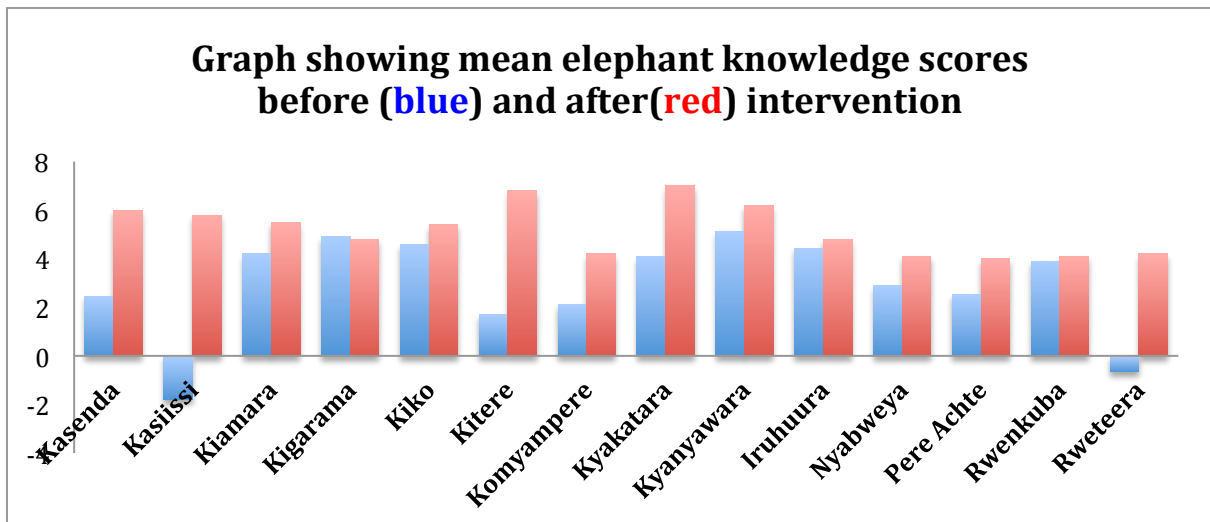
The majority of children said they were happy to have elephants in Kibale Forest (97%) and they believed that elephants were better off in the wild as opposed to zoos (73%). When asked if there were enough elephants in the park so it wouldn't matter if some were hunted, the majority (76%) said no.

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	11.5 %
Source of Income	46.2%
Help maintain Forest Environment	19.4%
Study Animal	6.9%

They listed the biggest threats to elephants as hunting and killing (55%) for ivory, meat and skins and to prevent farms from crop raiding; lack of food and starvation (15%) and habitat destruction (23%).

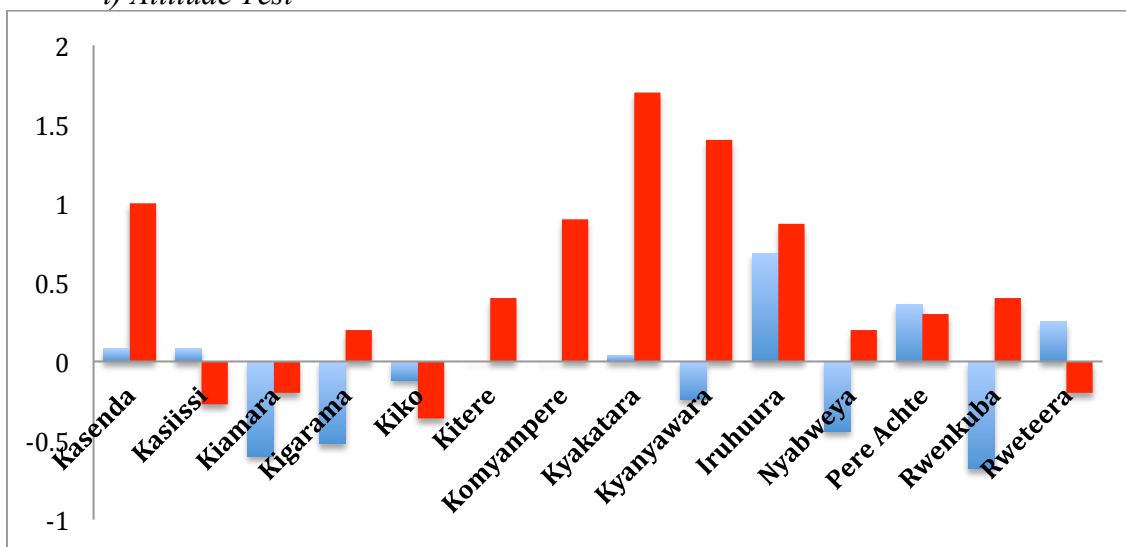
a) Significant increased knowledge of elephants in 700 children from 14 Wildlife Clubs



Graph showing significant increase in knowledge of elephants from 335 randomly selected Wildlife Club Members from 14 schools post intervention. Mean scores = 2.9 (pre) and 5.2 (post), n=14, p=0.002

b) Significant changes in positive attitudes to elephants in children from 14 Wildlife Clubs

i) Attitude Test



Graph showing significant increase in positive attitude to elephants in Wildlife Club Members from 14 schools post intervention. Mean scores = -0.08 (pre BLUE) and 0.45 (post RED), n=14, p=0.02

ii) *Perception of elephant's positive role for Uganda*

There were significant increases in students who believed that Elephants were good for Uganda following the project, through the impact of tourism on income (92% vs. 79%, $p=0.04$) and their role in maintaining the forest environment (44% vs 73%, $p=0.003$).

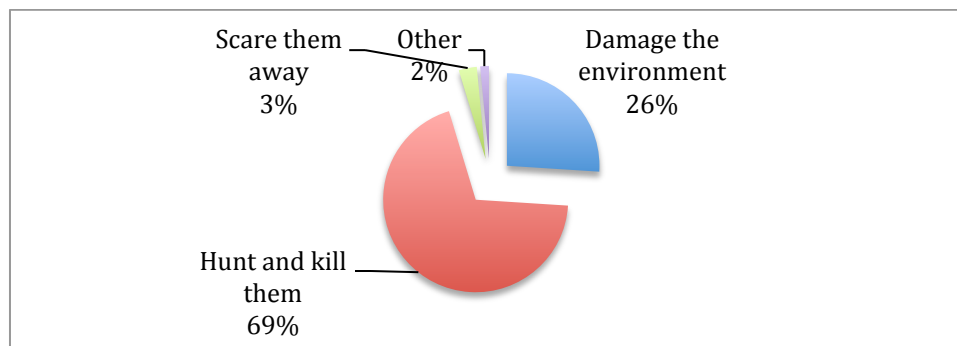
c) *Dissemination of information beyond target group - increase of elephant knowledge in non- Wildlife Club members*

Mean scores for Non-WLC members were higher than pre-intervention means, but not as high as those for WLC members suggesting that WLC members were transmitting knowledge to their peers through their outreach activities but that they were not learning as much as those children who were in the Wildlife Clubs.

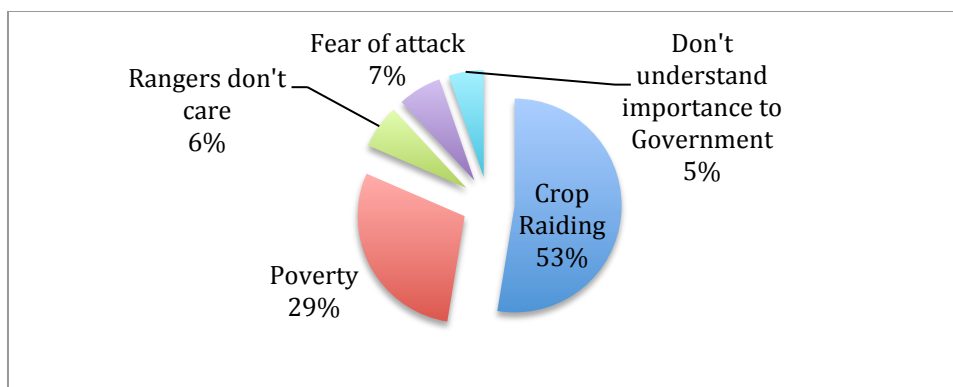


d) *Measured baseline community attitudes to elephants in 400 adults from 14 communities*

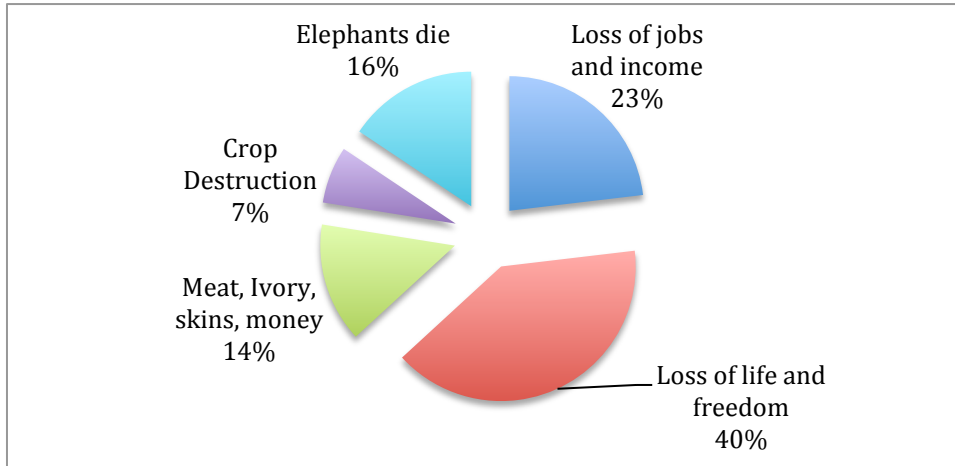
i) *What do people in your community do to harm elephants?*



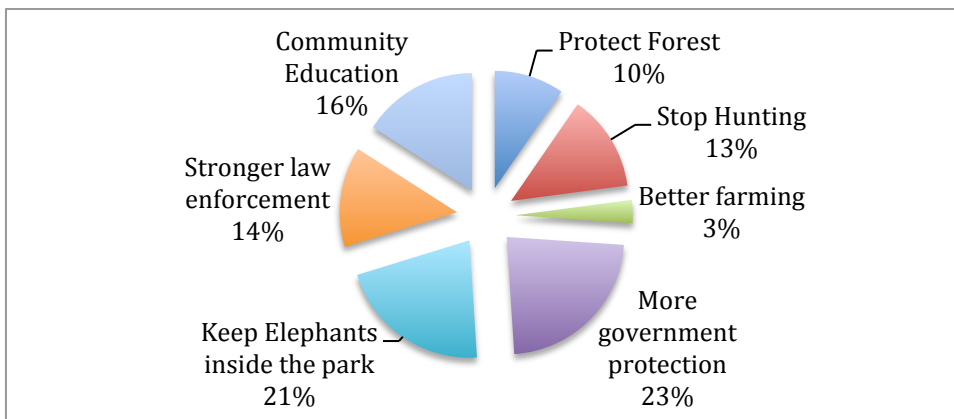
ii) *Why do people kill elephants?*



iii) *What happens when people hurt elephants?*

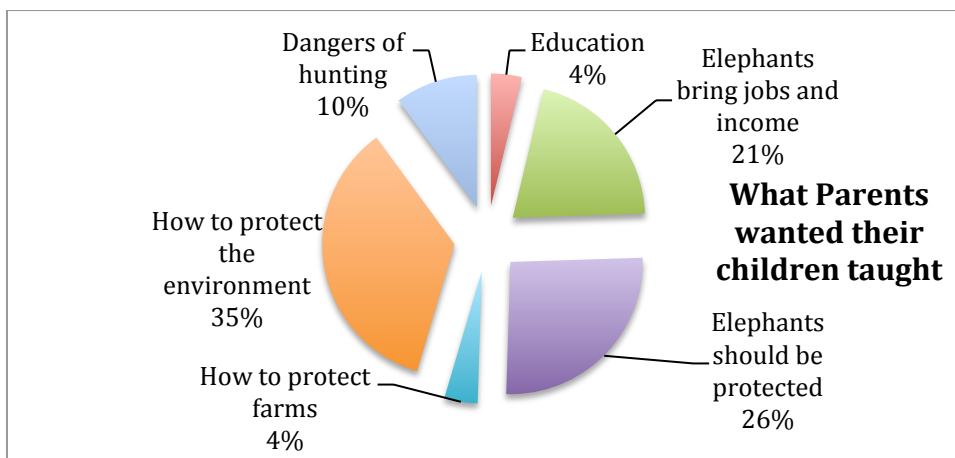


iv) *How can elephants be protected?*



e) Compiled information on what parents wish their children to learn about elephant conservation

94 % of parents polled asked that their children be taught how to conserve elephants and listed the following issues they wanted addressed.



f) Measured baseline attitudes to elephants in teachers

Mean teacher pre-intervention baseline attitude scores to elephants was -0.44

g) 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 ($p=0.04$) increase in responses choosing methods to keep elephants inside the park and out of people's gardens from 24.2% pre-intervention (the same figure as their parents gave, 21%) to 45.2% post-intervention.

5. Describe any problems discovered or occurring during this grant period

A miscommunication between members of our conservation team led to a failure of teacher baseline knowledge being collected.

6. Was your project successful? State short and long term goals that you are using to evaluate your accomplishments.

The project was very successful in that we were able to carry out all the activities that we planned and our first set of evaluations show the predicted increase in knowledge of elephants and a more positive attitude to them in our children. We know from our chimpanzee conservation projects that increasing knowledge mirrors more positive attitudes and that these increase with time so long as projects are repeated.

We started to touch on ways to mitigate human wildlife conflict and saw significantly greater numbers of children giving the construction of good "fences" through trenches, barrier crops and beehives as a better way of coping with elephants than killing.

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

We see this project as a part of a multi year program. For the sake of Kibale's elephants we need to substantially change attitudes to them and to build empathy for them so that beleaguered farmers will choose to work with protected area authorities as friends and partners, finding non-lethal ways to reduce human/elephant conflicts. We see from our data a real desire to conserve elephants but a feeling that communities are not getting the help they need to address the challenges - that often harsh punishment for poaching is not matched by the assistance needed to keep elephants out of crops. The students in our Wildlife Clubs will be making the hard conservation decision of tomorrow and we must to give them the knowledge and skills they will need to make the right choices. They need a sustainable, effective program that will take several years to build. Our goal is always to try and make our projects as sustainable as possible, through repeating and expanding them until teachers in the schools can carry them with minimal input from us. We have found that we need 3-4 years of gradually reducing our input until schools feel confident enough to do the heavy lifting on new projects. In addition recently we have seen greater parental knowledge of their children's school conservation activities, and an increased desire to become supporters and partners with their children. Schools and churches are the foci of rural communities, conduits of knowledge and support to villages, farms and local government. The next step for this project is lots more of the same to entrench it in the culture of the community as well as expanding practical conservation through partnerships with the Uganda Wildlife Authority and other elephant focused NGOs.

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.

Tadeo Mugume has almost never left his village of Kyakatara. At the age of 13, his entire life has been spent in a small area on top of a hillside overlooking Kibale National Park. Beyond an occasional trip to the regional trading center about an hour away, this has been his world. Within his world, he frequently encountered the wildlife native to this region of Uganda. However, these experiences have almost always been negative. Like many villages on the border of a park like this, the community and the wildlife remain in a perpetual state of conflict. Elephants in particular pose an extreme nuisance for this community; frequent incursions into cropland have devastated many of the household's livelihoods.

Tadeo however has had the chance to explore a different side of this story. When he was 9 years old, he became a member of KFSP's wildlife club. With the wildlife clubs, he learned to look at wildlife as an asset to the community rather than as a problem. It was through the wildlife clubs that he learned about elephants. Elephants quickly became his favorite animal, and he strove to learn all he could about their biology and their society. This drive cumulated in his selection as one of the pupils from his school to go on a field trip to Queen Elizabeth National Park. In QNP, he finally had the opportunity to observe large herds of elephants in their natural environment. He learned from professional game rangers and asked them questions about elephant biology. This trip was an enormous highlight in his young life. Today, Tadeo is the president of the WLC at his school. He aspires to someday work for the Ugandan Wildlife Authority, and to teach others about elephants as he has been taught. He has truly found his passion, and without KFSP and the Wildlife Clubs he would never have had the chance to do this.

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

This project was designed as a first stage in of a multi- year program to train 10,000 young Ugandans committed to the conservation of the elephants of Kibale Forest, who would share their knowledge of and positive attitudes to elephants with their communities, and who would eagerly engage in practical conservation measures. We approached this goal through initially targeting the 700 members of the school Wildlife Clubs in 14 forest edge government primary schools. We canvassed parents, teachers and research scientists before designing our program. Our approach consisted of a combination of brief talks, elephant focused activities and field trips to see elephants in the wild. Students made models, painted pictures and built beehives. Debate clubs discussed elephant conservation measures. We collected baseline community input on the benefits of a healthy elephant population for Uganda, the threats to their survival and how they could best be protected. We were able to show significant improvements in knowledge of and positive attitudes to elephants in students, as a result of these interventions, and a growing awareness of the practical conservation initiatives that can reduce conflict between people and elephants. Through radio shows, plays, presentations and school open days Wildlife Club members shared what they had learned with classmates and communities and we were able to show a spread of knowledge to a wider audience. Recent data from parents show increasing knowledge and approval of our conservation programs, and future plans involve emphasizing greater engagement, helping protect Kibale Forest's elephants by building effective partnerships between schools and community.

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

We have demonstrated that it is possible to increase knowledge and positive attitudes towards elephants by working with children and employing activities as simple as presenting basic elephant facts, reading poems, making elephant modules and going for a field trip to see elephants in the wild.

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

-Uganda Wildlife Authority – supplied community rangers to give talks to the community and wildlife club members.
-Kibale Chimpanzee Snare Removal Program – supplied rangers to give conservation education talks on elephant snares, crop raiding by elephants, trenches and bees as a deterrent to crop raiding.

-Mr. George Oweyesigere and his staff from *the Bee-Keeping for Human-Elephant Conflict-Mitigation and Rural Income-Enhancement Project* gave talks to our staff and some WLCs.

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

	Amount Donated by IEF unaccounted for in previous report	Amount Spent	Balance
Salaries			
Program Director	0		
Assistant	350	350	0
Travel			
Project Personnel	232	232	0
Project Director			
Head Teachers			
Meals			
WLC Patrons + Staff			
Project Director			
Supplies			
Posters	45	0	45
Stationary	175	175	0
Activities	153	216	-63
Services			
Airtime			
Internet			
Generator Fuel	12	23	-11
Photocopying			
Guest Lectures	40	40	0
Miscellaneous			
Evaluations			
TOTAL	1007		-29

15. 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.

Sent by Drop Box

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.

Sent by Drop Box

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

Not yet available

18. 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