

Project Update: August 2017

1. Community awareness creation education at school

The project has provide a capacity awareness creation education more than 300 people in one of the project sites together with school nature and environment conservation club on the following issues (Fig 1):

- a. Crane conservation and its habitat importance.
- b. Roles of wetland habitat conservation for climate change adoption.
- c. Socio-economic importance of wetlands.



Figure 1: Awareness creation education on wetland and crane conservation needs, and alternative livelihood options

After the training the smallholder farmers point out that the wetlands in their village are not just habitat for cranes and other birds but it keeps the lives of their livestock and families during extended dry season being as source of water, grass for livestock and modifying the microclimate. Example - as presented in Fig 2 below a woman with her kid is fetching water from wetlands for domestic service (e.g., shower, cleaning house, and washing).



Figure 2: A woman fetch water for domestic service from wetlands

Also the elder peoples said, during our forefather's age we don't have extended dry seasons (climate change problem) because of that we fail to understand the importance of wetlands for us, but now as we heard from you (the project members) wetlands are under the threats of loss and degradation. The disappearance of wetlands does not only affect cranes but also affects the lives of current and the coming generations. Therefore, we need to conserve the wetlands for the seek (benefits) of our survival not only to help cranes. The alternative livelihood options you have mentioned (e.g., beekeeping, fish, fruit tree nursery) are also sound for the wetlands and potential to contribute for the improvement of our livelihoods. It is good to keep teaching and guiding us how to conserve it.

2. Nature conservation clubs student's involvement in conservation awareness

Nature conservation club student in the project area are doing their best to teach the community through various ways about conservation of crane, and wetlands. Among the approaches used by students to teach their communities are;

- ❖ Preparing poem and presentation to the community about crane and wetlands (Fig. 3).
- ❖ Preparing and presenting drama to the community (Fig. 4).
- ❖ Preparing and presenting music to the community (Fig. 5).



Figure 3: Students create awareness through reading poem



Figure 4: students are create awareness through drama



Figure 5: students are create awareness through drama

3. Breeding pair under nest construction

In one of the breeding site, the cranes started preparing a nest (Fig. 6). To protect the nest from any disturbance for successful breeding we have awaked the community to avoid livestock and children disturbance around the nest. In addition, the data collector haired at the site has been following the nest at daily base while we follow once a week.



Figure 6: Breeding pair of wetland crane near to its nest.

4. Seasonal dynamics of crane and livestock population in breeding sites

At the wet (rainy) season livestock grazing at the wetlands gets down (Fig 7), consequently the wetland habitat are become less disturbed for breeding. In kachama site the breeding pair started preparing nest, at which only two cows graze on the wetland in July. Because, the number of livestock graze on wetland decreased due to; 1) in rainy seasons wetlands store water and unsuitable for livestock grazing, and 2) livestock get grass in upland area. To minimize human and livestock disturbance around the nest area the project has create awareness in the community, and data collector is assigned to follow the daily condition around the nest.

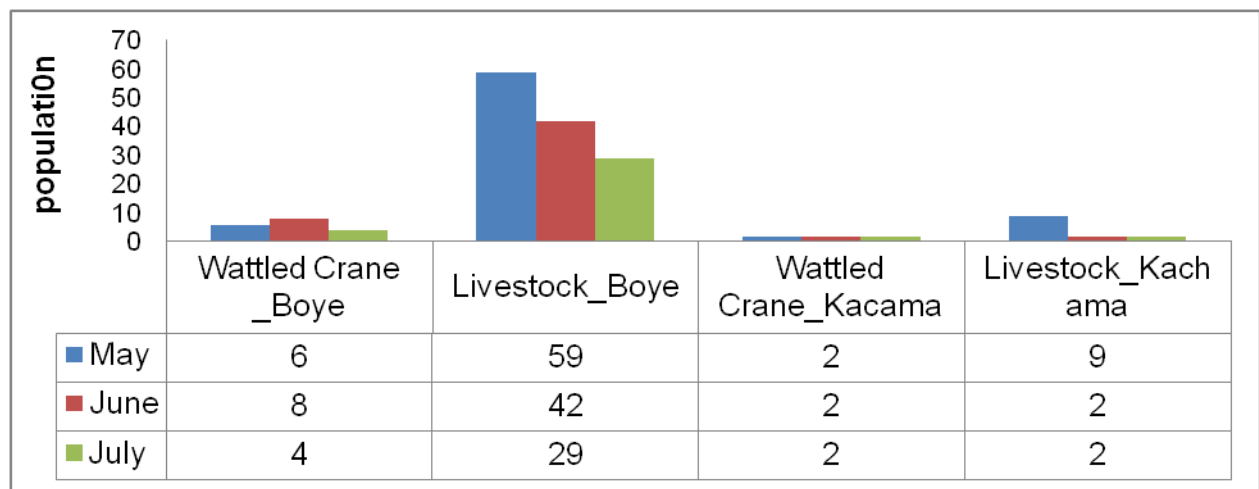


Figure 7: Crane and livestock population at the breeding sites