

The Rufford Foundation

Final Report

Congratulations on the completion of your project that was supported by The Rufford Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in **word format** and not PDF format or any other format. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. Please note that the information may be edited for clarity. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to jane@rufford.org.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details

Your name	Dessaiegn Obsi Gameda
Project title	Scaling-up Public Education and Awareness Creation towards conservation of Vulnerable Black Crowned cranes in Seka Chekorsa District of Jimma Zone, Ethiopia
RSG reference	22247-B
Reporting period	May 2017 to March 2018
Amount of grant	10000 GB Pounds Sterling
Your email address	dessaiegn.obsi@ju.edu.et OR dasoobsi@gmail.com
Date of this report	March 20, 2018

1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Not achieved	Partially achieved	Fully achieved	Comments
Public education and awareness creation on the conservation of the vulnerable Black Crowned cranes and wetlands				Various workshops and training were conducted. This objective was fully achieved per the proposed project objective. Mass media was used for public awareness creation. The FM Radio broadcasted the issues of black crowned crane and its habitat conservation on June 30th and July 14th 2017 @ 98.1MHz. Through this medium more 5,000,000 people were aware of the importance of black crowned crane and its habitat conservation. Although, this objective is fully achieved, still majority of the local community did not aware the vulnerability of the species in the region.
Public understand the ecology and threats of Black Crowned cranes and its conservation.				Workshop, training and various outreach activities conducted on the ecology and threats of black crowned cranes.
Multi-stakeholders capacity building				Multi-stakeholders aware the importance of wetlands as a source of food and water as well as a home of biodiversity.
Focused group discussions				Three focused group discussions (FGD) conducted to investigate people views and experiences.
Panel discussions				Panel discussion was conducted to discuss on the conservation of black crowned cranes.
Youth and students capacity building on the ecology, threats and conservation of Black Crowned cranes				The youth and the future generation mainly the students trained at different levels. Additionally, about 5000 students were aware of the threats to black crowned cranes and its conservation through university plasma transmissions.

Pamphlet, flyer and t-shirts were printed and distributed				Pamphlet and flyers were developed and distributed for the public. One hundred t-shirts were printed and distributed for students.
School environmental club supported to motivate the students and the community				About 1000 students trained on environmental conservation with special emphasis on the black crowned cranes and wetlands.
Field observation				Field observation was conducted to identify the species threats and existing opportunities for conservation actions.
Disseminations of the key findings of the 2 nd Rufford Small Grants				I exceed this objective. I used all opportunities to share my work whenever I get a chance to meet a public.

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

We encountered weak internet connection during the project activities to share and upload on social media like YouTube and Facebook. Internet connection is on and off several times in our institution. Although, the connection is poor, we try our best to disseminate our project results for the public across the globe by using internet. For instance, I uploaded a summary of the previous project work (12 minutes duration) in this round. Because of poor internet connection I am not able to upload the video of the focused group discussions and other outreach activities on YouTube in February and March 2018. Therefore, I will share the most important results on YouTube, twitter and face books as soon as the connection is strong enough.

3. Briefly describe the three most important outcomes of your project.

i. Public Capacity Building

It is possible to empower conservationists through capacity development. Bringing radical change among the community is almost difficult because of various challenges and barriers. Thus, we provide technical assistance, to educate the community how to conserve the natural resources. Public capacity building was conducted to enhance their understanding on the environment in general and black crowned crane and its habitat in particular. The importance of black crowned crane and wetland conservation was emphasised for potential stakeholders including the grassroots community and students to bring last long conservation actions.

Nature conservation is actually important for our health. We're a part of the natural environment even though we are not aware of this fact. Wetland provides all the incredible things we take for granted: water, fish, medicinal plants and shrubs and others. In spite of this fact, majority of our society do not realise that wetland contributes as a source of water, food, medicine and other capacity like water

purification and a source of income in the form of ecotourism. This is mainly due to lack of knowledge and understanding and majority of the society don't think about where our water, air and food comes from. It is possible to say it is too difficult to conserve any species without the consultation and support of people. People are degrading natural resources and these problems are expected to increase as the community struggles to meet their needs. For instance, in Jimma zone people harvest wetlands for food and/or transform them into built up areas for the purpose of shelter and other business. If wetlands is not conserved by the community and concerned stakeholders, the black crowned cranes will be endangered and local extinct which leads to global extinction and biodiversity loss.

As we all know there is ever increasing pressure on the world's wetland ecosystems which leads to reduction in the space available for black crowned cranes and other birds. Thus, it is mandatory to educate the community about the importance of nature and species conservation. Saving black crowned cranes is not a simple process and quick actions but it may take several years or intensive follow up and conservation actions to ensure the continued survival of the species. We cannot fully address the conservation of the species within one to two years since the current species threats is the cumulative effects of habitat loss in past several years. However, habitat loss may not be the only threats of black crowned cranes.

During focused group discussion and stakeholders workshop we realised that the threats of the species is the combination of multiple factors including overexploitation, invasive species, disease, climate change, expansions of eucalyptus tree, and more- that is threatening the black crowned cranes and other species to decline. Killing of the black crowned crane adults and destruction of the breeding nests and eggs by children are other factors that threaten the species in Jimma zone. Because of these all existing factors the capacity building and awareness creation encompasses all age groups (young, adults and old people) in this project work.

During the public capacity building, the global biodiversity policy specifically The Convention on Biological Diversity (CBD), one of the multilateral environmental agreements, was used as supporting evidence for biodiversity conservation actions. The Convention on Biological Diversity was agreed by governments at the Rio Earth Summit in 1992 and entered into force in 1993. Since our country is the member of CBD, we used this convention to indicate the responsibility of our country for biodiversity conservation. As we all know the CBD has three objectives:

- (1) To conserve biological diversity;
- (2) To use it more sustainable; and
- (3) To share the benefits arising from the use of genetic resources, fairly and equitably. For this project we focused on the 1st and the 2nd objective of the CBD during capacity building.

ii. Outreach activities

Information dissemination was conducted by using mass media and social media. All existing opportunities was used to disseminate the project results not only for the

study area but also for the whole nation and beyond by using both mass media and social medias. In addition to mass media and social media, 100 t-shirts were printed with a conservation message and distributed for the youth as a promotion and inspiration for the species. Banners, posters and flayers were also used with the RF logo. In short, the outcomes of the projects were shared on the following web pages and organisation:

- (1) Research Gate.
- (2) Facebook for friends and other networking like the Rufford East Africa Project-Network (REAP).
- (3) Sharing the issues of black crowned cranes with Estonian crane filming groups (cranes without borders) which were demonstrated for various people in France.
- (4) Jimma University website.
- (5) International Crane Foundation.
- (6) I will present the results of my work on the European Cranes Conference-Arjuzank in the coming December, 2018 in France.

iii. Identifications of black crowned cranes threats and its solutions

We understand that a people view is not only the root of wetland degradation and species loss but also the root of solutions due to the fact that many landscapes and wetlands are in the hands of people. This project is focusing on public education and awareness creation towards conservation of Vulnerable black crowned cranes, which was designed to actively engage the public. The growing human population in the region which forced the community to utilize the wetlands for settlements and agricultural expansions on one hand the lack of alternative livelihoods and limited environmental education on the other hand are driving wetland degradation and species loss.

This project provides an opportunities for the stakeholders (local community and representatives of various governmental offices at district and zone level, academician, researchers and conservationist from university) to learn about the ecology and threats of black crowned cranes and its habitat, inspiring them to become actively involved in species conservation. Thanks to RF, students at various levels and key stakeholders are taught to identify threats of black crowned cranes. The involvement and participations of the stakeholders is an amazing example of how the multi-stakeholders can participate in black crowned crane and its habitat conservation, raise awareness creations and contribute to the conservation. Black crowned cranes inhabit open areas including wetlands, marshes, damp fields, and the margins of lakes and rivers (Fig 1).



Fig 1: Black Crowned cranes in Jimma zone (©Dessaiegn Obsi Gameda)

Habitat loss, transformation and degradation are some of the major threats of black crowned cranes. Because of habitat loss and degradation and other anthropogenic and natural factors, the black crowned crane is categorized as vulnerable species starting from 2010 onwards by IUCN (Table 1). The IUCN classified the species as Lower Risk (LR) from 1988 to 2000, Near Threatened (NT) from 2004 to 2008, and then Vulnerable (VU) from 2010 onwards. Although the species is categorised as vulnerable at global level, it could be endangered in some areas because of overexploitation of wetlands and other potential habitats. We identified the threats of the species and the people who are involving in the threats and we try to overcome the barriers including human views and behaviours through education, then the threats will be reduced and we can launch conservation actions on the ground.

Table 1: Previously published Red List assessment reports on Black Crowned cranes by IUCN

Year	Status
2012	Vulnerable (VU)
2010	Vulnerable (VU)
2008	Near Threatened (NT)
2006	Near Threatened (NT)
2004	Near Threatened (NT)
2000	Lower Risk/near threatened (LR/nt)
1994	Low Risk/least concern (LR/lc)
1988	Low Risk/least concern (LR/lc)

4. Briefly describe the involvement of local communities and how they have benefitted from the project (if relevant).

The involvement of local community and school children in black crowned crane and its habitat conservation is one of the best ways to create awareness for

practical conservation actions. Local communities were closely involved in the project in several ways. Through capacity building, the local community understand the urgent issues of nature conservation particularly wetlands for their own benefit since the well being of the community will be depend on the existence of wetlands. During capacity building refreshment and lunch cost were covered by the project. Per Diem was also covered for multi-stakeholders workshop participants at Jimma University. T-shirts with the logo of RF were given for higher institutions students along short message to motivating them in conservation.

The school environmental club, which is a part of the surrounding community, was supported in order to enhance the capacity of the school through book donation (See below). Fifty reference books (29 for elementary, 10 and 11 books for high school and preparatory school respectively) were submitted to district educational bureau of Seka Chekorsa district at Seka town in the presence of all stakeholders. The most important key benefit of the local community is capacity building, since knowledge of their environment along the existing threats will minimize the existing knowledge gaps on their environment among the community which will enhance future collaboration for conservation and beyond.

List of reference books donated for school by the project during the outreach activities in Seka Chekorsa districts of Jimma Zone, Ethiopia

No	Author/ Authors	Publication Year	Book title in Afan Oromo Language	Reference Books	Quantity
1	Tolaa Nagawoo Boruu	2006	Kitaaba Dabalataa kutaa 5 fi 6	Grade 5 th & 6 th	4
2	Birhaanuu Lataa, Taaddasaa Dureessaa fi Yuusuuf Mahamed	2008	Kitaaba Dabalataa Barnoota Saayinsii Walsimataa	Grade 5 th & 6 th	4
3	Taayyee Hirphassa	2005	Herrega (The New Systematic Book Series)	Grade 5 th & 6 th	4
4	Taayyee Hirphassa	2006	Fiiziksii (The New Systematic Book Series)	Grade 7 th & 8 th	1
5	Abbishuu Birruu	2005	Bu'uura Barnoota Fiiziksii	Grade 7 th & 8 th	4
6	Saamson H/Mikaa'el	2006	Ibsaa Barnoota Fiiziksii	Grade 7 th & 8 th	4
7	Moosisaa Qana'ii Dingoo	2005	Herrega Ammayyaa	Grade 7 th & 8 th	4
8	Taakkalaa Fayyisaa fi Abdii Yaadataa	2009	Kurraaz Herreega	Grade 7 th & 8 th	1
9	Habtamu Zainu fi Arebu Abdela	2009	Extreme series Fiziksii	Grade 7 th & 8 th	1

10	Hinseenee Makuriyaa	2008	Gadaa Kitaaba Qormaata	Grade 7 th & 8 th	1
11	Girmaa, F.	2001	Alpha Kitaaba Riferansii	Grade 7 th & 8 th	1
12	Mindaye Petros	2005	Essential Mathematics	Grade 9 & 10	4
13	Takele Abdeta	2007	Essential English	Grade 9 & 10	1
14	Merid Abadi	2009	Top Chemistry	Grade 9 & 10	1
15	Ukasha Aman	2009	Top Geography	Grade 9 & 10	2
16	Eshetu Biru	2009	Royal History	Grade 9 & 10	1
17	Caesar Galgalo Liben	2009	Top Civic & Ethical Edu.	Grade 9 & 10	1
18	Tesfahun Tadesse	2009	Royal Preparatory Mathematics	Grade 11 & 12	1
19	Alamirew G/Mariam	2007	Modern English	Grade 11 & 12	1
20	Abera Temesgen and Merid Abadi	2009	Top exam book for university entrance	Grade 11 & 12	1
21	Mesfin Abera	2008	Top Physics	Grade 11 & 12	1
22	Bitew Mulualem	2006	Modern Biology	Grade 11 & 12	1
23	Mekuria Mekonnen	2008	Key Book Series Biology	Grade 11 & 12	1
24	Haimanot Abebe	2009	Basic Pre-College Biology	Grade 11 & 12	1
25	Caesar Galgalo Liben	2009	Top History	Grade 11 & 12	1
26		2008	Top History	Grade 11 & 12	1
27	Solomon Addisu and Samuel Workineh	2008	Top Geography	Grade 11 & 12	1
28	Haile Hagos Beneye	2007	Principles of intermediate Economics	Grade 11 & 12	1
Total books supported for school					50

5. Are there any plans to continue this work?

Yes. Absolutely. I will apply for the 2nd booster grants in the same district (Seka Chekorsa) to address the issues of black crowned crane and its habitat conservation since majority of the people of the district is not aware the existing habitat and species threats. I will focus on the problem identified by the 2nd booster grants in the same geographical location (villages) and the public education and awareness creation on the conservation of the vulnerable black crowned crane and its habitat in other villages, which was not covered in the previous project. We can bring a change on the attitudes and perceptions of the public through capacity building. However, conservation is never accomplished within a short period of time; it needs collaboration of stakeholders and continuous follow up. Conservation campaign needs sufficient resources and involvements of stakeholders.

I will continue the conservation activities until I change the people view and understanding towards black crowned cranes and its habitat conservation in the

region. From this project, we found that people have little concern on the species and habitat conservation. The habitat of the species (wetlands) is transformed to agricultural fields and built up areas. If this situation will continue in the future without any intervention, the black crowned crane will be critically endangered and in the long run they will be extinct in the region. Thus, we need to look additional potential donors like Mohammed bin Zayed Species Conservation, The British Ecological Society, Africa Bird Clubs, The National Geographic Society, Jimma University and other trusts and foundations to generate enough money for sustainable conservation actions.

6. How do you plan to share the results of your work with others?

I develop a good networking both in the country and abroad which makes bold opportunities for sharing the results of my work for conservationist across the globe. Starting from the first RSG onwards, I share my project success on mass media like TV and FM radio, which is the best method for public awareness since we can reach several million people. In addition to mass media I am using social media like YouTube and Facebook to share the results of my project for all face book friends (2600 people) and networking. Thus, I will continue to share my project results through mass media as well as by presenting on national and regional research conferences in Ethiopia. Since Jimma University played an important role in supporting the project in the form of in-kind contributions, I will present the key findings of the project; the main threats of the species, community understanding on the black crowned cranes and existing opportunities for conservation actions will be presented for the stakeholders on the annual research conferences of Jimma University. Similar to the previous 1st and 2nd Rufford Small Grants I will use all existing opportunities to share my work for several friends, academician, scientists and conservationist on research gate, Google scholar through scientific publication, Cranes Working Organization in Africa, Europe and USA, Jimma university website, and other friend groups. Above all, I will present the results of my work on the European Cranes Conference-Arjuzank which will be conducted from December 3 - 7, 2018 in France.

7. Timescale: Over what period was The Rufford Foundation grant used? How does this compare to the anticipated or actual length of the project?

The Rufford Foundation Grants was used from May, 2017 to March 2018. The project activities were completed within eleven months as per proposal schedule.

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used. Local exchange rate on the date of transfer by Rufford Foundation: 1GBP=29.6287Ethiopian Birr (ETB).

Item/Activities	Budgeted Amount £	Actual Amount £	Difference £	Comments
Stakeholders consultation meeting	200	300	+100	More experts were invited for meetings
Focus group discussions	350	280	-70	
Fieldwork and Vehicle fuel cost including per diem for driver and invited experts.	1000	1200	+200	The requested budget was less than the actual cost and managed by the grant balance
Field materials	240	240		
Educational materials (Brochures, flyers and posters)	1500	1520	+20	The requested budget was less than the actual cost and this activity was managed by the grant balance
Stationery materials for capacity building	275	300	+25	The requested budget was less than the actual cost and managed by the grant balance
Public education and awareness creations	1460	1460		
T-shirt print and refreshment cost for the training participants	735	750	+15	The requested budget was less than the actual cost and managed by the grant balance
Students awareness creation at different levels	570	570		
School support (elementary, high school and preparatory)	240	240		
Enhancing the capacity of school nature club	380	380		
Panel discussion with academia and researcher at Jimma University	250	310	+60	The requested budget was less than the actual cost and managed by the grant balance
Stakeholder's workshop	1800	1950	+150	Per diem and other workshop related expenses was covered by the project. The requested budget was less than the actual cost and managed by the grant balance
Hall rent for stakeholders workshop	30	0	-30	The hall rent is not charged both at district and Jimma University

Other outreach activities including mass media coverage	470	500	+30	The requested budget was less than the actual cost and managed by the grant balance used
Indirect cost (5%), used for project balance	500			This cost is used for under estimated budget
Project balance	1000 0	1000 0		

9. Looking ahead, what do you feel are the important next steps?

I will continue the public education and awareness creations to bring the agenda of black crowned cranes and its habitat conservation. I will keep on the capacity building of the community, stakeholders and young generations to save the life of the Vulnerable black crowned cranes in Jimma Zone. People are the centre of conservation because of the fact that we cannot conserve the species or nature without the involvement of people. Thus, I have to work more on conservation activities along the stakeholders.

In order make a long-term sustainability of black crowned crane and its habitat conservation I have to look additional funding sources from various trusts and foundations to generate enough money and capacity to reach the desired situation. I try my best to secure co-funding from Mohammed bin Zayed Species Conservation, The British Ecological Society, Africa Bird Clubs, The National Geographic Society, Jimma University and other organization which are working on biodiversity conservation.

10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did The Rufford Foundation receive any publicity during the course of your work?

The Rufford Foundation logo was frequently used during the project activities (training and workshop). The logo was used on t-shirts, banners, posters and PowerPoint presentations. The RF logo and mission was introduced on Jimma University College of Agriculture and Veterinary Medicine website, face book and YouTube.

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

The following experts contributed for the success of the project:

(1) **Prof. Debela Hunde Feysa** actively involved starting from the 1st RSG by presenting paper on Wetland Ecosystem and Current Challenges. Prof. Debela Hunde Feysa presented a scientific paper both at Jimma University and Seka Chekorsa district at Seka town for the stakeholders. In the previous RSG he also contributed a lot for the success of the project. Not only paper presentation, but also participated on information dissemination by using mass media.

(2) **Mr. Akalu Daffisa** contributed in the stakeholders discussions at Seka Chekorsa district on July 18, 2017.

(3) **Dr. Kitessa Hundera** (Currently Jimma University Community Based Education Director) and Mr. Dereje Bekele contributed in chairing the stakeholders workshop at Jimma University on June 8, 2017.

(4) **Mr. Adugna Eneyew**, conducted a remarkable speech for the training participants on the conservation of Black Crowned cranes and its habitat on June 8, 2017.

(5) **Mrs. Ebise Buraka**, she facilitates the student's workshop at Jimma University and she played an important role in arranging and purchasing necessary materials and refreshment for the workshop and training participants. Seka Chekorsa bureau of education, school directors, Seka Chekorsa district administration, and Seka Chekorsa bureau of agricultural and natural resources and Jimma mass media agency were played an important role in the implementation of public education and awareness creation. Therefore, the success of the project is the cumulative effects of the above mentioned sectors, agency and stakeholders.

12. Any other comments?

I am very grateful to RF in supporting the project. I developed a good experience and networking with stakeholders and other cranes working groups both in the country and abroad to continue my work on black crowned cranes conservation. I strongly request RSG for the 2nd Booster Grant Awards to reach the public at large on the conservation the Vulnerable black crowned cranes in Jimma zone.

Note: I will present the results of my work on the European Cranes Conference-Arjuzank which will be conducted from December 3rd -7th 2018 in France in the presence of several experts across the world.

Some additional project activities and outreach verification pictures





Figure 2: Stakeholder's consultation workshop



Figure 3: Focused Group Discussions with various experts of Natural Resources Management of Jimma Zone