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## Organization Information

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## Request Information

*Project Title	Kibale Schools Conservation Project
*Grant Amount	\$23,000.00

## Impact Information

\* indicates required field

\*Name of Project Primary Investigator Elizabeth Ross

\*What was the major goal of this project and was it accomplished? Our long-term vision is a strong framework designed to support holistic, sustainable conservation education programs in schools around Kibale National Park, Uganda: a framework that will provide the unifying structure to connect and coordinate our diverse conservation education initiatives in ways that makes sense to our schools, and which ensure the best possible results for our investment. This grant supported the first stage towards realizing this goal - building the foundation for the framework - strong and vibrant wildlife clubs (WLC) with knowledgeable, motivated patrons eager to invest time and energy in cultivating exciting, collaborative environmental programs. Programs that will engage students, teachers, communities, governmental organizations, research

collaborative and united team, beginning to test new WLC activities and gathering community and research feedback on areas of conservation priority. The project has now been going for 12 months during which time we have built stronger links between WLCs, our community, partner conservation and education organizations and have enabled schools to put into place reliable, consistent conservation education programs. We have provided training for teachers and gathered background information on environmental imperatives for local people and protected area authorities. We have collaborated with other partners to extend the programs we can offer to our WLCs. We have tracked changes in environmental knowledge and attitude over the past 5 years.

\*What were your key accomplishments?

1. Evaluations were carried out on students, WLC Patrons and school science and social studies teachers who were not engaged with the WLCs.
2. Data was gathered on WLC membership and frequency of meetings in each school.
3. Community and Uganda Wildlife Authority input was collected.
4. A 3-day residential workshop was held for 28 patrons. Topics included igniting interest in conservation on little or no budget, teaching skills applicable to conservation, using games as a teaching method and setting goals for individual WLC's. The event concluded with a guest lecture.
5. We split the schools into 3 zones, and 2 follow up meetings were held in each zone to build connections between schools and support ongoing programs.
6. 800 children from 14 WLCs each tested between 2-5 conservation activities arising from the workshops. These included making fuel-efficient cook stoves, initiating community birding programs, taking nature walks, learning about bees and lemurs, making nursery beds and planting trees. Students became involved in waste management and cleaned up water sources, they wrote and performed plays, played environmental board games and talked to the wider community about conservation. One WLC built fuel efficient stoves in 60 homes in their district and teachers and students went on a Field Trip to the closest Savanna National Park.
7. In addition, true to our goal of consolidating conservation activities in a coordinated meaningful way we made the WLCs the focus of additional conservation initiatives funded from partner donors - 300 students tested test water quality, 250 learned about ape sanctuaries and made enrichment articles for Ngamba Island chimpanzees, 1200 were part the Great Ape Education Project, an initiative to teach about great apes through film and enrichment activities, and 800 received talks from the Kibale Snare Removal Project on the dangers of snaring to both animals and people.

Project Outcomes

Number of people engaged through community outreach efforts	3600
Number of youth engaged in conservation through program objectives	10,000
Number of local people you plan to employ in conservation	33
Number of Practical Conservation measures per WLC per year	4.5
Number of Wildlife Club meetings per term	9
Number of Wildlife Club Members	1195

**Project Outcomes Explanation**

Yes we are on track - this project is designed to be carried out over 3-4 years. The first stage covered by this grant, to begin to build strong collaborative foundations for our Wildlife Clubs, has been met. We have data on what is important to community, schools and protected area authorities. We know that our programs increase environmental knowledge, promote positive attitudes to the environment and make teachers feel confident and well-trained. Our schools are enthusiastic and our parents supportive. The main challenges so far have been finding time for meetings and the expense and logistics of bringing together large numbers of people regularly enough. Our aim is to provide the guidance to expand the current range of conservation activities offered to the students.

**\*What will it take to ensure the long-term success of your project?**

In order for this project to work in the long term we need at least 3 -4 years funding. In our experience one off projects while fun have limited impact. The Kasiisi Water Project has been funded by Cleveland Zoo for 3 years. it is now virtually self run by the schools, needing only minimal guidance, and is becoming self perpetuating as teachers in trained schools take the program to new schools.

With a strong skills base, a repertoire of good activities, and a supportive, collaborative community we will have the WLCs able to independently take our conservation programs to further generations of children.

Future plans include increased active conservation and building libraries of resources. We will continue to expand programs and widen the breadth of topics, important to conservation, covered by the project. We will provide more training and skills for teaching staff and liaise with community, research programs, schools and conservation organizations and work to integrate our environmental programs into the school curriculum. At the same time we will slowly move more control to the WLC patrons and the schools so that in time the program will be mostly self-run.

**\*Partnerships**

The Uganda Wildlife Authority, The Kibale Forest Schools Project, The Jane Goodall Institute (Uganda), The Jane Goodall Institute (NL), The Kibale Chimpanzee Project, The Kibale Snare Removal Project, Kabarole District Education Office, UNITE, North Carolina Zoo, Cleveland Zoo, Columbus Zoo, Nature For Kids (NL), Kibale Health and Conservation Project, Kibale Fish Project, Chimpanzee Sanctuary and Wildlife Trust

**\*Share a meaningful experience or learning from your involvement with this program, or an example of how the project affected people or wildlife.**

We found that 73% of parents polled thought that it was very important that their children learned about how to protect the environment. They knew clearly what people were doing in their villages that was damaging the environment and they understood the impacts of such behavior, but were equally clear that it was poverty and lack of land (90%) rather than ignorance that led to these activities. When asked what they thought that the schools should be teaching their children about conservation the majority (65%) chose activities that had an economic impact - agro-forestry, good farming practices, waste disposal etc. This ran somewhat contrary to what the teachers thought that the school curriculum was failing to cover - although 20% agreed that better farming practices should be given more priority, wildlife conservation (30%) and water and air pollution (30%) also ranked highly.

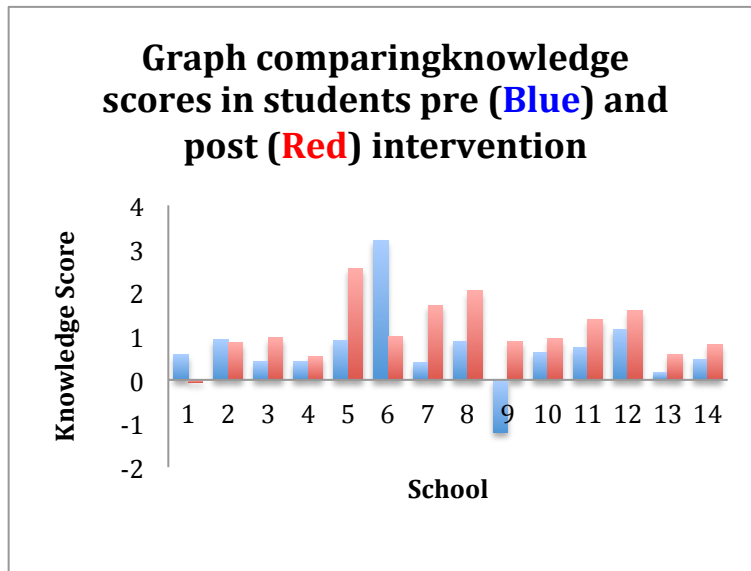
<b>*Broad Category</b>	<b>Budgeted</b>	<b>Spent</b>	<b>Balance</b>
Overview of Budget Expenditures			
Salaries	\$5,100	-1000	\$4,100
Workshops	\$2,040	-1450	\$590
Meetings	\$2,380	-450	\$1,930
Member Meetings	\$5,042	0	\$5,042

Resource Binder	\$1,800	0	\$1,800
Activities	\$700	-700	\$0
Transport	\$1,500	-1150	\$350
Miscellaneous	\$1,438	-1500	\$62
<b>TOTAL</b>	<b>\$23,000</b>	<b>\$12,200</b>	<b>\$10,800</b>

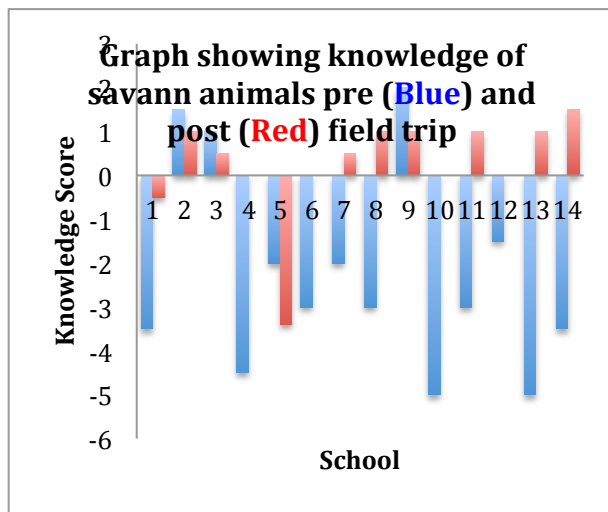
We obtained permission to stretch this grant over 2014 and 2015

Any supporting findings or outcomes?

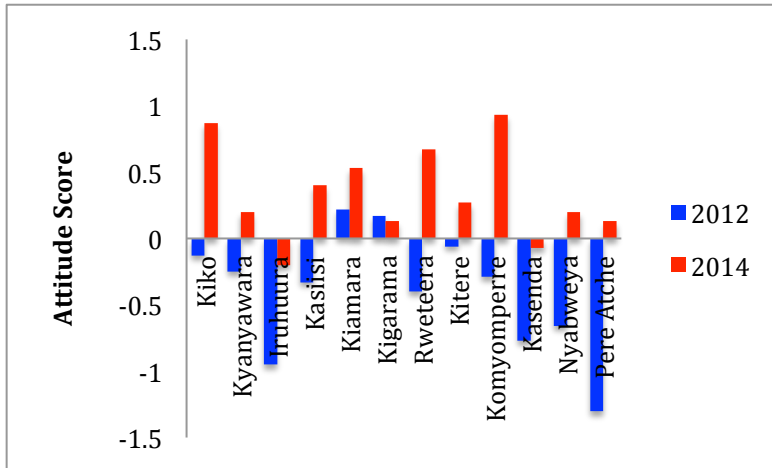
**Graph showing a significant, (p=0.04), increase in student general knowledge about the environment after experiencing a year's Wildlife Club Activities**



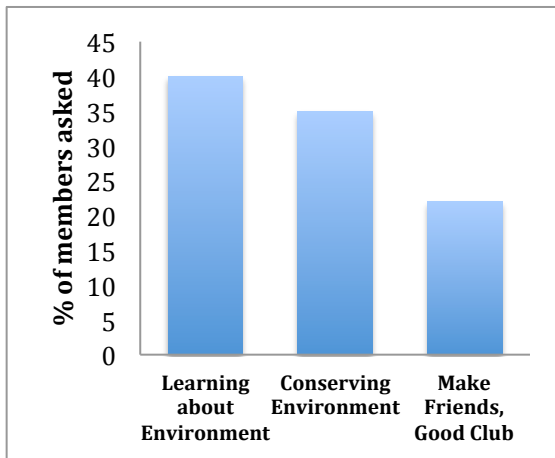
**Graph showing a significant (p=0.001) increase in knowledge of savanna animals in students who had visited Queen Elizabeth National Park (Within Students)**



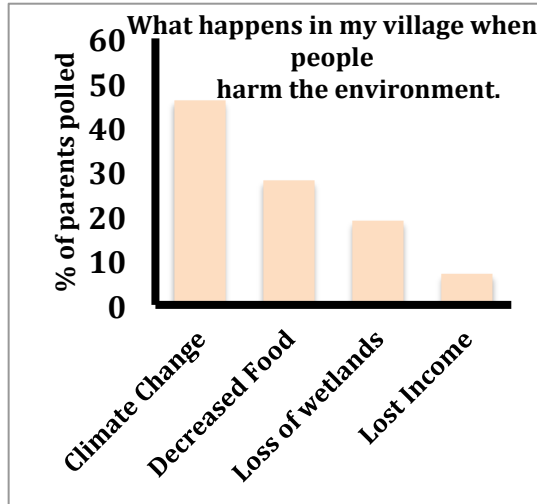
**Graph showing that student attitudes to Kibale National Park were significantly,  $p= 0.0003$ , more positive (higher) in 2014 than 2012**



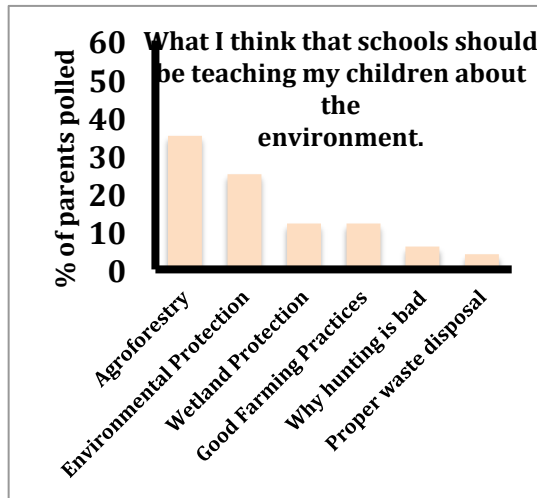
**Graph showing the reasons children gave for joining Wildlife Clubs**



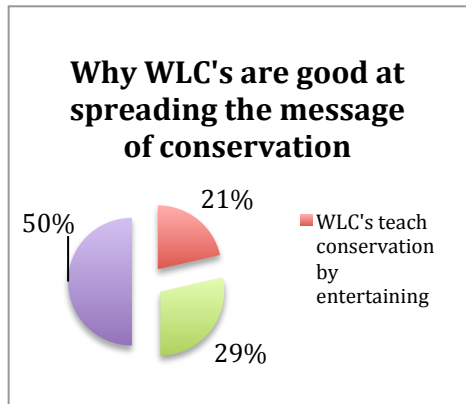
**Graph showing reasons parents gave for poor environmental practices in their villages**



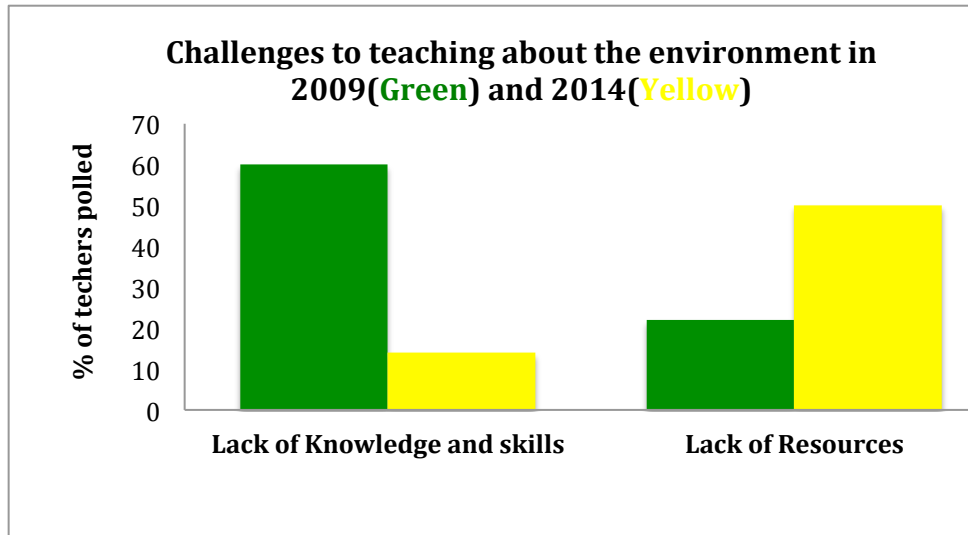
**Graph showing what parents wanted their children to be taught about the environment**



**Reasons WLC Teachers gave for why WLC's are important for conservation**



**Graph showing the change in what teachers perceive as the barriers to teaching about the environment between 2009 when we first began targeting them and 5 years later**



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