

CEPF FINAL PROJECT COMPLETION REPORT

Organization Legal Name:	Wildlife Information Liaison Development Society
Project Title:	Involving Community, Stakeholders and Journalists for the Conservation of Freshwater Biodiversity and Reptiles of Western Ghats Through Education, Training and Follow up of the Assessment Projects
Date of Report:	31 May 2014
Report Author and Contact Information	B.A. Daniel, Scientist, 96, Kumutham Nagar, Villankurichi Road, Coimbatore 641035 TN India. Email: badaniel@zooreach.org Phone: +91 422 2665450

CEPF Region: Western Ghats

Strategic Direction: 2. Improve the conservation of globally threatened species through systematic conservation planning and action

Grant Amount: \$39000.00

Project Dates: January 2012-March 2014

Implementation Partners for this Project (please explain the level of involvement for each partner):

Zoo Outreach Organization – infrastructure for this project at various stages of the project such as development of the education materials, identifying point persons through its network, design, plan and conduct training/education programs, dissemination of the materials, accounts keeping publication and reporting.

IUCN SSC South Asian Invertebrate Specialist Group – consultant for the contents of the education materials and review.

Conservation Research Group – consultant for the contents of the fish related education contents, review, and evaluate.

Invertebrate Conservation and Information Network of South Asia – assisted to identify interested invertebrate experts working in the region who also involved in local programs in the Western Ghats states.

South Asian Reptile Network - members of the network assisted to develop education materials and to review the same.

ZOO's Educator Network: The project identified educators through ZEN network. Identified 15 educators from the Western Ghats states and also educators interested in Indian zoos through which awareness programs were conducted to reach wider audience in peninsular region and other major cities in India.

Threatened Taxa: Resource materials and publication.

Botanical Survey of India: Review aquatic plant related education materials developed by the project.

In addition to the above organizations, the following 30 Institutes/organizations hosted or co-organised the training / education program series conducted in five states of the Western Ghats:

Conservation Research Group, KE
Botanical Survey of India, WB
BuDa Folklore, Honnavar, KA.
St. John's Higher Secondary School, Palayamkottai, TN.
St. John's College, Palayamkottai, TN.
National Green Corps, TN.
School for Deaf and Dumb, Thirunelveli.
Tropical Institute of Ecological Studies, Kottayam, Kerala.
Tamil Nadu Forest Department, Thirunelveli.
Tamil Nadu Forest Department, Madurai.
Tamil Nadu Forest Department, Nilgiris.
Forest Department, Goa.
Dr. K. Shivarama Karantha Govt. First Grade College, Bellare, KA.
Asisi Church, Vikramasingapuram.
ATREE, Field station, VK Puram.
De Paul International Residential School, Mysore, KA.
Wildlife SOS, Bannarghatta, KA
Carmel College for Women, Goa.
Biodiversity Board, Goa.
Megamalai Wildlife Sanctuary, TN.
Nalam Hospital, Theni.
Adithanar College, Tiruchendur.
VANAM Trust, Theni.
Environmental Information Dissemination Centre, Palayamkottai.
Florene Swainson Hr. Sec School, Palayamkottai.
Bee Meseum, Ooty.
Hayagreeva Vidhyalaya Matriculation School, TN.
Keystone Foundation, Kothagiri.
Nilgiri Natural History Society, Kothagiri.
Senthamarai College of Arts and Science, Vadapalanji Village.
S. Vellaichamy Nadar College, Nagamalai.
WWF, Thiruvananthapuram, Kerala.

Individual contributors:

Dr. Manoj Kumar, Professor, Department of Zoology, Carmel College for Women, Goa.

Dr. Selvin Samuel, Professor, Department of Botany, St. John's college, Thirunelveli.

Ms. Abhisheka, Bangalore.

Dr C. Srinivasulu, Professor, Osmania University, Hyderabad

Dr. Bargavi Srinivasulu, Research Associate, Osmania University, Hyderabad

Conservation Impacts

Please explain/describe how your project has contributed to the implementation of the CEPF ecosystem profile.

The CEPF Investment Priority 2.4 support interdisciplinary efforts to analyze and disseminate biodiversity data that address i). the production of local language materials for dissemination of the CEPF projects on freshwater biodiversity and reptiles of Western Ghats.

Utilizing the CEPF reports the project developed a variety of education materials such as a 1). A teaching guide on *Sahyadri* Freshwater biodiversity and reptiles for educators, 2). Packet materials in five languages (in Tamil, Malayalam, Kannada, Marathi and English) having a booklet, placard, sticker, friendship band (*Rakhi*) and variety of masks. 3) color posters to introduce species and 4. Pocket field guides for FW biodiversity and reptile identification in the field.

(ii) the project helped to involve and reach out to all stakeholders such as local communities, forest departments, fishers, fishery experts, conservationists, policy makers, state and central governments and other key stakeholders. This was possible by disseminating hardcore scientific reports into simplified reader friendly education materials produced in local languages suitable to reach out stakeholders through trained educators, training and awareness programs, meetings, discussions, involving journalists, and by bringing behavioral changes among the common people by changing their attitude about species. Now we have a network of educators in the Western Ghats states who are sensitizing local people and other stakeholders using the education materials developed by this project. Also this is just a beginning and continuous effort should be made to get mass support for species conservation.

(iii) One of the outcomes of this CEPF project is a network of journalists and educators who is supplying the Western Ghats species status and other key conservation and policy decisions to promote freshwater and reptile conservation through popular media.

Please summarize the overall results/impact of your project.

- Developed, tested and used Teachers training manual for educators (145 pages)
- Introduced active teaching/learning tools for the educators
- Developed varieties of education materials on freshwater biodiversity and reptiles of the Western Ghats in 5 languages targeting stakeholders. It includes packets, posters and pocket field guide for fish, dragonflies, aquatic plants and reptiles.
- Ready to use education materials available on the web.
- Printed 750 teaching guide, 9750 packets in 5 languages (Tamil, Malayalam, Kannada, Marathi and English), 4000 copies of colour posters and 4000 copies of pocket field guides
- Database of journalists interested in conservation and linked them with the educators
- Identified and trained a group of educators from five states of the Western Ghats region
- Created a network of Educators and journalists
- Conducted front end evaluation (1), trainers training program (1) and a series of education and awareness programs (17) in the Western Ghats region.
- Trained / involved more than 650 people to spread the word of conservation utilizing the education materials developed during this project.
- Reached more than 10000 people at ground level in the Western Ghats region through the trained educators and the new Western Ghats network.
- Reached the public widely through press and visual media during the educators and awareness program throughout the region
- Involved Indian zoo community to promote Western Ghats species conservation and reached zoo visitors
- Sensitized stakeholders, government department and journalists about species conservation in this region.
- Collaborated with more than 32 institutes/organizations in the region during the project period.
- Published reports about the programs and events in magazine and disseminated the results of the project.

Planned Long-term Impacts - 3+ years (as stated in the approved proposal):

- To create a momentum and freshwater biodiversity conservation which would continue and build upon itself long after the project.
- To bring in attitudinal change among the people who live at the vicinity of Western Ghats and to create a positive attitude among the people towards flora and fauna with particular reference to freshwater biodiversity and its conservation. The project will teach positive attitudes and bring about behavioral change of human beings in relation to threatened species.
- Springboard effect for organization in Western Ghats, of other activities on Freshwater biodiversity conservation topics at the local level including more meaningful public discussions, meetings etc.

- A model project to introduce species conservation concepts that can be replicated in other areas.

Actual Progress Toward Long-term Impacts at Completion:

Developed educator and journalist network and sensitized people through education, discussions and publications. A momentum has been created that will continue to grow as evidenced by the commitments made by the people who took part in the project. The points persons of Goa, Karnataka and Kerala has committed to plan and execute state level awareness programs involving forest departments, Department of State Science and Technology and other organizations who are ready to support financially. Future education programs using the resource materials developed during this project will be planned and executed by ZOO organization.

Attitudinal and behavioural changes among the people who live in the western Ghats region has been achieved to a certain extent however, it requires perseverance with repeated awareness programs involving the journalists and the educators. Behavioural change among the people can be documented based on the commitments that they made at the end of the program and its fulfillment. More awareness programs are required to achieve the target.

During the project period about 32 organizations and many individuals collaborated. It is needless to mention that the people of this region has realized the need for such awareness. The trained educators (about 40 educators) who showed much interest has become members of ZOO's Educator Network. As a member of the network they are entitled to receive all communications pertaining to education and they can also avail all available education materials published by ZOO and also the soft copies of the materials at no cost. This will keep the interest of the educators and encourage them to do more programs. The educators committed themselves to organize rallies, discussions, reports, school programs, programs for kids, villagers, NCC, NSS, NGC members. Thus the project generated springboard effect for organizations in Western Ghats, of their activities on Freshwater biodiversity, reptiles and species in general.

This project module can be replicated in other regions as it work well.

Planned Short-term Impacts - 1 to 3 years (as stated in the approved proposal):

Reaching out teachers, village heads, NGOs, forest department staff, policy makers, volunteers and local community in all five states of the Western Ghats and to introduce the concept of freshwater and reptile conservation.

- Educating the local people about the escalating issue and to create awareness about the need for the protection of Freshwater biodiversity and reptiles is the immediate requirement.

- Develop a variety of education materials for wide range of target groups of all five states: education booklet, variety of masks, stickers, friendship bands, placards, headbands, education guidelines, colorful posters, banners etc.

- A 3-day educator skills training program for invited 10 focal points to promote about freshwater biodiversity conservation who in turn can create awareness and do education programs in local languages.

- To train focal points to use information for education of all kinds more effectively, by disbursing it in a variety of more attractive, effective and meaningful styles through active learning techniques.

- To motivate the target group(s) to spread their knowledge lavishly and effectively to the persons who make up their professionally mandated audience.

- To introduce active learning / teaching education tool to the focal points to cover all states of Western Ghats.

- Creating awareness among the policy makers about freshwater biodiversity and reptiles of Western Ghats.

- Involving journalists in wildlife conservation and awareness programs.

- Creation of strong network of educators of Western Ghats and a network of environmental journalist who can carry out awareness programs beyond project period.
- To develop education packets on freshwater biodiversity and reptiles in regional languages for use in the local schools and community.
- Wider press coverage will be given to reach out more people.
- To build strong bondages of the educators with that of the journalists who will support and spread the message of conservation in the region.

Actual Progress Toward Short-term Impacts at Completion:

- During the project, we reached out different stakeholders to promote Freshwater biodiversity and reptile conservation.
- Training and awareness programs were conducted to create awareness about WG species. Developed and utilized a variety of resource materials such as education booklet, variety of masks, stickers, friendship bands, placards, headbands, education guidelines, colorful posters, pocket field guides.
- A three-day educator skills training program was conducted for invited 16 educators from Western Ghats states.
- Made them as the point persons to plan and do local programs and to disburse the resource materials. Sensitized local people through active teaching/learning tools.
- Met the policy makers of Central and state Departments and gained their support to promote these lesser know Western Ghats species.
- Created a database of journalists of this region. Conducted orientation programs for the journalists.
- Created a network of educators of Western Ghats and linked them with the journalists.
- Awareness programs conducted at a larger scale.

Please provide the following information where relevant:

Hectares Protected: NA

Species Conserved: Odonates: Molluscs: Fish:
Aquatic plants: Reptile:

Corridors Created: NA

Describe the success or challenges of the project toward achieving its short-term and long-term impact objectives.

Challenges

To overcome the language barrier is the biggest challenge. This was possible only because of the committed point persons from the states. Utmost care was taken while selecting the point persons, thus person who can coordinate and who has good links locally were selected. Three people on average from each state was invited for the training program.

The second challenge is to collate species information and photo documents from the species experts.

Success stories

The existing ZOO's and Taxon Network and the existing SSC Specialist Groups members were properly utilized to collage species information and other documents for the development of the resource materials.

The project helped to reach more than 10000 people at ground level through the educators, and journalists. The awareness activities are continuing as it is evidenced by the reports that we received until the project period and beyond.

Availability of resource materials in 5 different languages on the Western Ghats Freshwater biodiversity and reptiles. All these materials are uploaded and made available for anyone to use at no cost.

Teaching guide is an easy to use friendly tool which can be used with any audience (literate, ill-literate, children or adult) and programs can be planned and organized with limited cost. There is also no need for high tech instruments like LCD or Laptop.

Were there any unexpected impacts (positive or negative)?

The Reptile assessment results got published with unexpected delay and hence we had to wait for long time to get it final results for inclusion in the resource materials. However, it did not affect the components of the project, except some delay in planning the education programs.

Project Components

Project Components: *Please report on results by project component. Reporting should reference specific products/deliverables from the approved project design and other relevant information.*

Component 1 Planned (as stated in the approved proposal):

Concept design for education, training and follow up

Component 1 Actual at Completion:

One of the recommendations of the IUCN Freshwater biodiversity assessment of Western Ghats report states that 'Awareness programs promoting better understanding of the values of sustainable use, and management of wetlands and rivers are crucial to eliminating public perception of wetlands as wastelands. Local communities must participate in the conservation of freshwater species and their habitats. Effective educational programs, with special focus on children, should be implemented'.

As the assessments have indicated some interesting facts and threats faced by the freshwater ecosystem communities (fish, odonates, molluscs & aquatic plants) and reptiles, the information gleaned from the projects have to be conveyed to ensure the survival of the threatened species. A strong focus on the long-term sustainability of the assessment projects with respect to the continuity through outreach programs for implementation of conservation action points is one the main strengths followed in this project.

Component 2 Planned (as stated in the approved proposal):

Design and develop education materials

Component 2 Actual at Completion:

As part of the project a variety of education materials were developed. This was possible with the contribution by the members of taxon networks such as IUCN SSC Freshwater Fish Specialist Group - South Asia, South Asian Invertebrate Specialist Group, South Asian Reptile Network, and other organizations like Botanical Survey of India and individuals. Four kinds of education materials were developed including. 'The *Sahyadri* Freshwater Biodiversity Conservation Teaching guide' for educators, packet materials in five different languages for the main target audiences, posters and pocket guides for students and managers.

Particulars on education materials developed during this project:

1. The Sahyadri Freshwater biodiversity teaching guide (in English)
2. Packet: The Sahyadri Freshwater Biodiversity Conservation (in Tamil, Malayalam, Kanada, Marathi and English). Each packet has a variety of reading and teaching tools that can be used during awareness programs. it includes, a booklet that introduces all about biodiversity, freshwater species, species status and conservation needs, placard highlighting the importance of freshwater and its habitat, sticker on freshwater biodiversity, 'rakhi' (wrist band). This facilitate them to do commit them for conservation action, and variety of color masks to represent Fish, mollusc, odonate and plant.
3. Posters A3 and A4 size posters on fish and odonates

4. Pocket field guides for reptiles, fish, dragonflies and damselflies and aquatic plants of the Western Ghats

Component 3 Planned (as stated in the approved proposal):

Translation, printing and teaching guide development

Component 3 Actual at Completion:

Translated the packets in to Tamil, Malayalam, Kannada and Marathi.

Component 4 Planned (as stated in the approved proposal):

Trainers training program and education targets

Component 4 Actual at Completion:

A three-day interactive educators' workshop on The *Sahyadri* Freshwater Biodiversity Conservation was conducted from February 25-27, 2013 at Karl Kubel Institute, Coimbatore for selected 16 point persons from all five Western Ghats states viz., Kerala, Tamil Nadu, Goa, Karnataka and Maharashtra.

The participants were identified through ZOO's Educator Network ZEN. Educators from 5 Western Ghats states viz., Maharashtra, Goa, Karnataka, Kerala and Tamil Nadu attended this trainer's training program representing schools, colleges, the forest department and non-profit organizations. They brought with them a blend of teaching experience and knowledge of working with communities. There was a healthy exchange of ideas and experiences between the assemblage of 18 (16 participants and 2 workshop organizers) regarding conservation education to various stakeholders in the Western Ghats region.

The 3-day program (see Consolidated report for Agenda) was an interesting mix of activities, discussions and games that went hand-in-hand with learning about fun-filled education techniques, all directed at spreading the message on conservation and teaching of Freshwater Biodiversity and reptiles. They also learned about teaching methods for Western Ghats (Kerala, Tamil Nadu, Karnataka, Maharashtra and Goa) targeting local communities and community heads, school children, educators at schools, NGOs, and community level, forest personnel, stakeholders and policy makers.

The overall objective of this three day training is to impart knowledge about the status of the Sahyādri Freshwater Biodiversity and to bring about attitudinal change and measure them. To assess the attitudinal change, evaluation or assessment methods were followed that are included in the teaching guide. These evaluation techniques are suitable to use with a wide range of audience of different age groups, literate and illiterate. During this training the participants (focal points) had an opportunity to read through and offer their inputs to the teaching guide on Freshwater Biodiversity Conservation. During the workshop a discussion was conducted to look into the opportunities of involving journalists in all five states to spread the message of freshwater biodiversity conservation. A database of journalists was created and updated throughout the project period and made available for the focal points for their use.

This workshop was a great success as it helped kindle new thoughts, friendship and collaboration among the focal points, which would certainly translate into their refreshed efforts towards educating their audience about conservation, and also rope in more enthusiastic people in their respective regions to support and work for this worthy cause.

In consultation with the trained state focal points, a series of training / awareness programs were planned and conducted. To reach the stakeholders directly a total of 17 programs were conducted throughout the Western Ghats states. The Sahyādri Freshwater Biodiversity Teaching Guide and other education materials were used throughout the trainings.

Stakeholders from other Indian States were also reached through ZOO's Educator Network. ZEN used to celebrate special occasions like Wildlife week every year. Utilizing this opportunity ZEN members were offered education packets free of cost with a condition that they do programs for

the public as per instructions and report us with photos. On request about 1000 education packets (5 languages) were supplied to the ZEN members who conducted programs during Wildlife week in their respective places.

Component 5 Planned (as stated in the approved proposal):

Distribution of education materials

Component 5 Actual at Completion:

The project produced 13 kinds of education tools available for the educators targeting children, students, elders, community people and elders. The distribution of the materials to the target groups were channelized through the state point persons and it was also utilized and distributed by ZEN members. As part of the project, it was intended to cover five Western Ghats states. However, the project reached eight additional states namely Assam, Andhra Pradesh, Delhi, Odisha, puducherry, Madhya Pradesh Uttar Pradesh and West Bengal were covered.

Item	No. Printed	Distributed so far (as on May 14)
Teaching guide	750	609
Packets:		
Tamil	2000	1726
Malayalam	1000	971
Kannada	1000	856
Marathi	1000	309
English	4750	3694
Posters		
Fish A3	1000	941
Fish D/D	1000	882
Odonates A3	1000	950
Odonates D/D	1000	936
Pocket guide		
Reptile	1000	600
Fish	1000	600
Odonate	1000	600
Aquatic plants	1000	600

Component 6 Planned (as stated in the approved proposal):

Monitor Western Ghats Educator network programs and follow up

Component 6 Actual at Completion:

The conventional practice of WILD/ZOO's education program is to request the target group (participants of the program series) at the end of each workshop, to commit themselves to take some simple immediate action and to contribute towards conservation of the threatened species and their habitats. They are encouraged to do simple, practical and easy to do actions that they can fulfill in three months from the date of commitment. (see consolidated report for commitments). To facilitate this a pledge card was designed and distributed at the end of each workshop (see appendix 4 in the consolidated report). The same was done during the trainers training program and as evidenced, the point persons fulfilled their commitments by implementing the education plan and target fixed during the three day trainers training and planning workshop. This is a result of constant follow up with the point persons. However, similar degree of follow up with the target group is not possible since the number is relatively high. However a random telephone survey was conducted to find out if they could keep up with their promises. The random sampling among the target group who attended the workshop series showed that about

20% of the target group fulfilled their commitments (See page 25, 26 of consolidated report for illustrations). It is note worthy to mention that 10.5% of the total trained showed interest to become members of ZOO's Educator Network (ZEN) and they will be receiving all future communications about the education programs of ZOO and the new education products available which can be obtained at no cost.

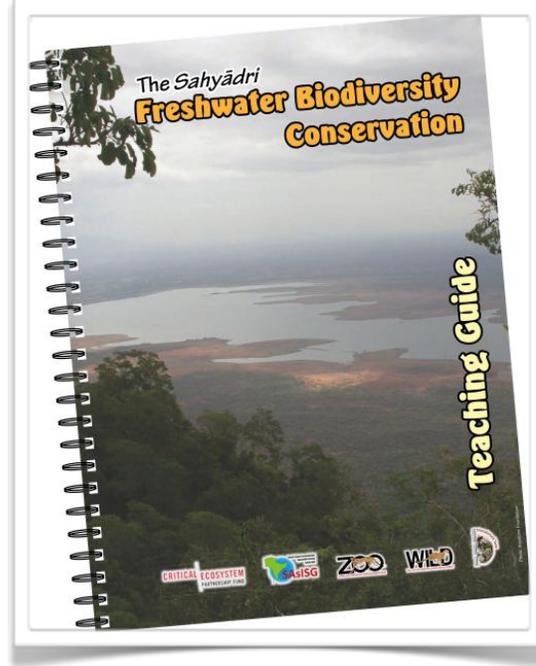
Were any components unrealized? If so, how has this affected the overall impact of the project?

All components of the project has been carried out.

Please describe and submit (electronically if possible) any tools, products, or methodologies that resulted from this project or contributed to the results.

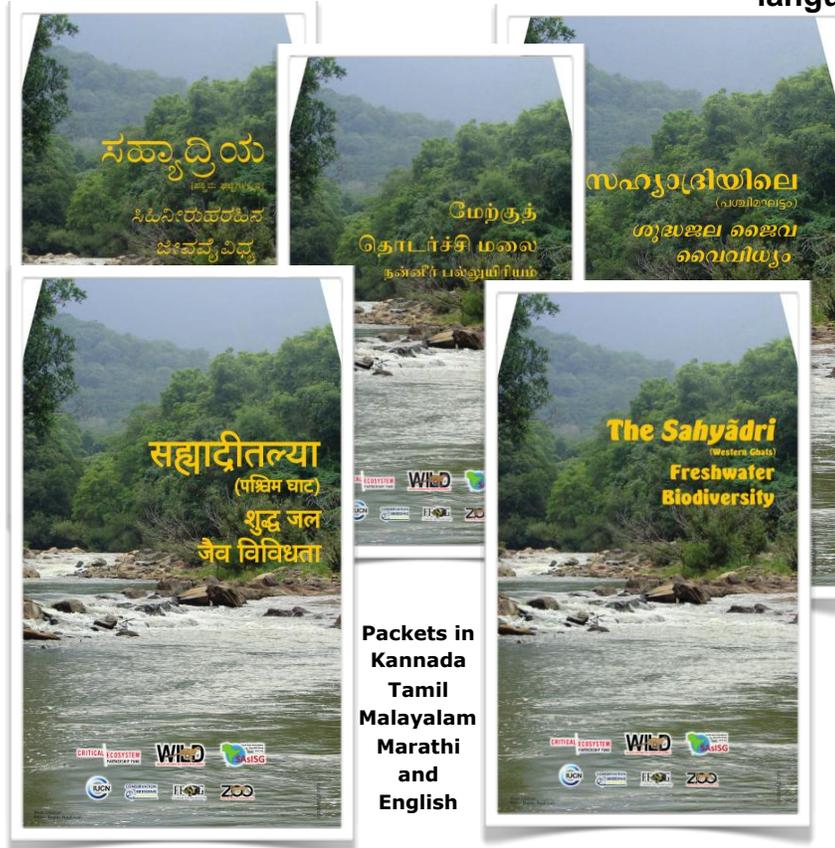
Down load all the softcopies from:

http://www.zooreach.org/ZOO_WILD_Activities/2012/Aug2012_Edu_Cons_FWBWG.htm



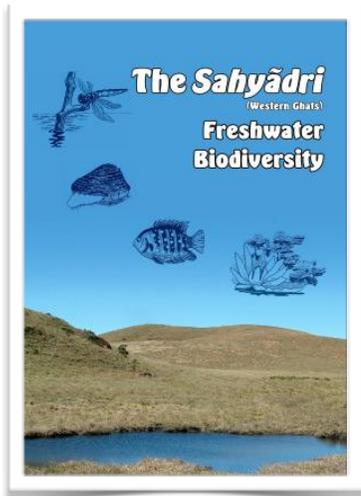
Teaching guide containing active teaching/learning tools, 145 pages

Packets in regional languages

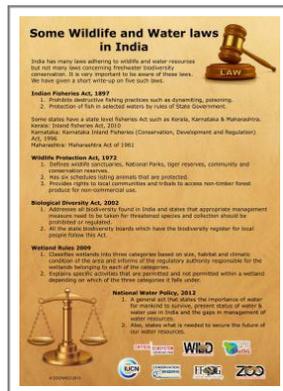


**Packets in
Kannada
Tamil
Malayalam
Marathi
and
English**

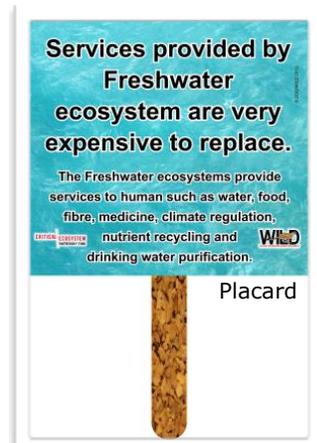
Packet materials:



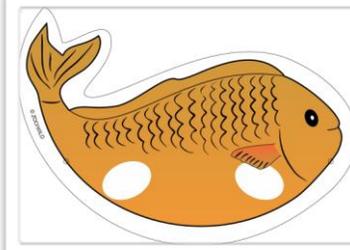
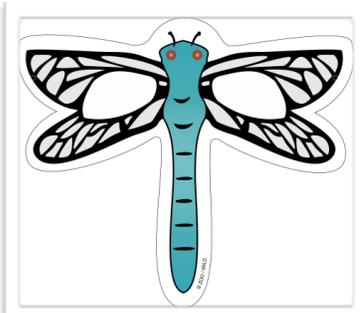
Booklet



Pamphlet on laws



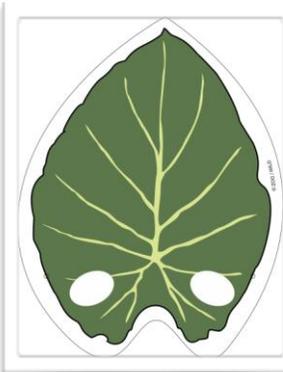
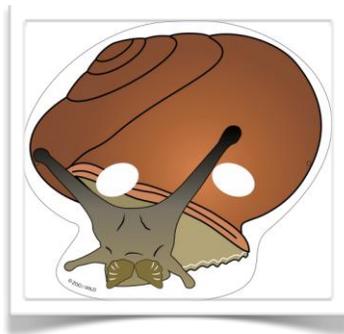
Placard



Masks



Sticker



'Rakhi'



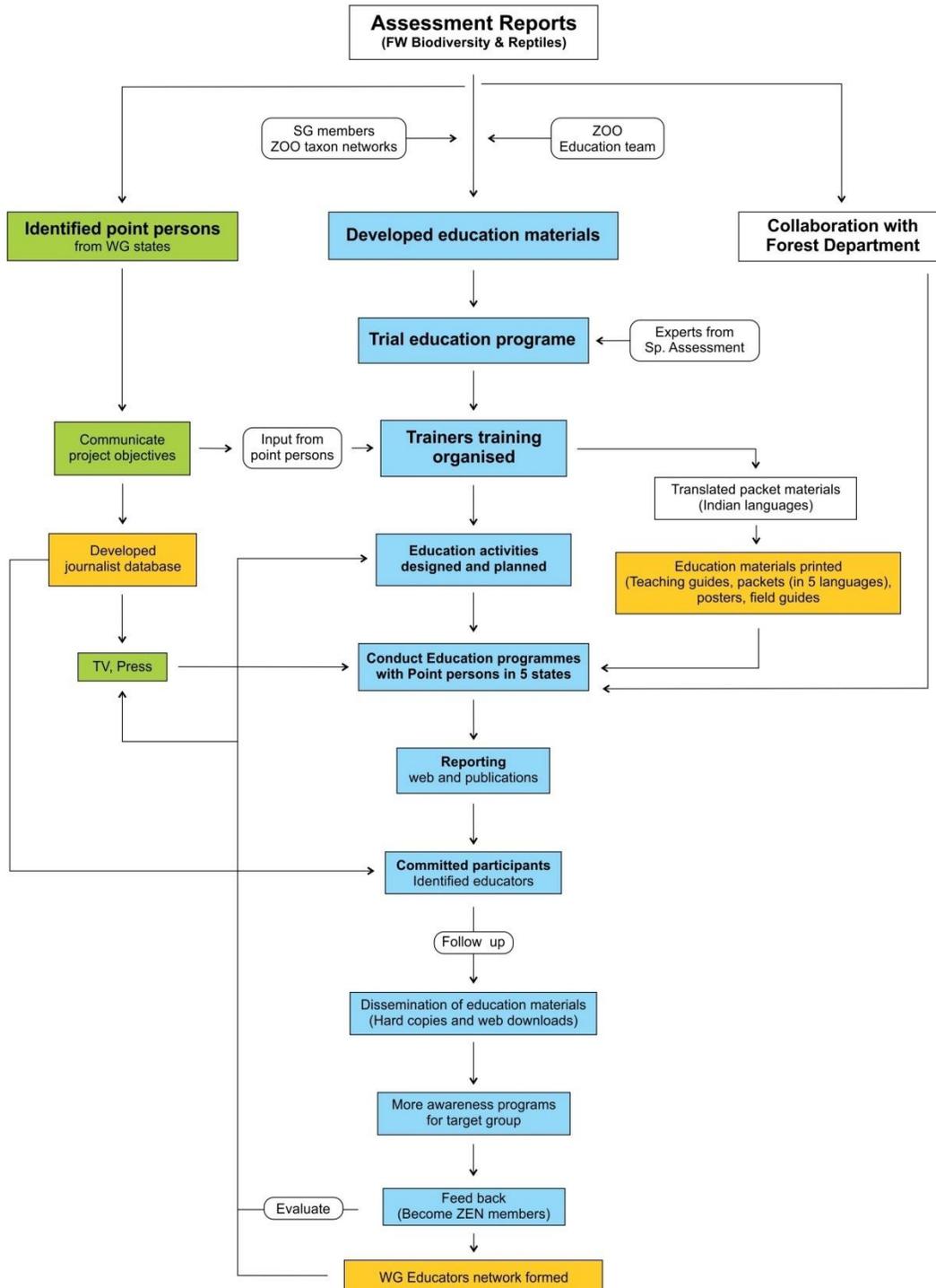
T-shirt for educators

Language being a major barrier in this region, conservation education and dissemination of information to local communities posed a big challenge. At the same time the conservation effort will not be effective without involvement of the local communities, governing bodies and all stakeholders. So it was inevitable education materials were in local language wherever possible .

Lessons Learned

Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building. Consider lessons that would inform projects designed or implemented by your organization or others, as well as lessons that might be considered by the global conservation community.

Project Design Process: (aspects of the project design that contributed to its success/shortcomings)



Other lessons learned relevant to conservation community:

Additional Funding

Provide details of any additional funding that supported this project and any funding secured for the project, organization, or the region, as a result of the CEPF investment in this project.

Donor	Type of Funding*	Amount	Notes
N/A			

**Additional funding should be reported using the following categories:*

- A Project co-financing (Other donors or your organization contribute to the direct costs of this project)*
- B Grantee and Partner leveraging (Other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF funded project.)*
- C Regional/Portfolio leveraging (Other donors make large investments in a region because of CEPF investment or successes related to this project.)*

Sustainability/Replicability

Summarize the success or challenge in achieving planned sustainability or replicability of project components or results.

Summarize any unplanned sustainability or replicability achieved.

Safeguard Policy Assessment

Provide a summary of the implementation of any required action toward the environmental and social safeguard policies within the project.

Not applicable

Additional Comments/Recommendations

Information Sharing and CEPF Policy

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final project completion reports are made available on our Web site, www.cepf.net, and publicized in our newsletter and other communications.

Please include your full contact details below:

Name: B.A. Daniel
Organization name: Wildlife Information Liaison Development Society
Mailing address: 96, Kumutham Nagar, Vilankurichi Road, Coimbatore 641034
Tel: 0091 422
Fax: 0091 422
E-mail: badaniel@zooreach.org; herpinvert@gmail.com

*****If your grant has an end date other than JUNE 30, please complete the tables on the following pages*****

Performance Tracking Report Addendum

CEPF Global Targets

(Enter Grant Term)

Provide a numerical amount and brief description of the results achieved by your grant.
Please respond to only those questions that are relevant to your project.

Project Results	Is this question relevant?	If yes, provide your numerical response for results achieved during the annual period.	Provide your numerical response for project from inception of CEPF support to date.	Describe the principal results achieved from July 1, 2013 to May 30, 2014. (Attach annexes if necessary)
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.				Please also include name of the protected area(s). If more than one, please include the number of hectares strengthened for each one.
2. How many hectares of new and/or expanded protected areas did your project help establish through a legal declaration or community agreement?				Please also include name of the protected area. If more than one, please include the number of hectares strengthened for each one.
3. Did your project strengthen biodiversity conservation and/or natural resources management inside a key biodiversity area identified in the CEPF ecosystem profile? If so, please indicate how many hectares.				
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.				
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.				

If you answered yes to question 5, please complete the following table

