



## Small Grants – Final Completion and Impact Report

**Instructions:** CEPF requires that each grantee report on project results and impacts at the end of their grant. To monitor CEPF's global indicators, CEPF will aggregate the data that you submit with data from other grantees, to determine the overall impact of CEPF investment. The aggregated results of all grantees will be reported on in our annual impact report and other communications materials. Your Final Completion and Impact Report will be posted on the CEPF website.

**Ensure that the information provided pertains to the entire project, from start date to project end date.**

*Please complete all fields and respond to all questions listed below.*

**Organization Legal Name:** Red Cross of the Republic of North Macedonia – Local Branch Ohrid  
**Project Title:** Developing educational resources for cave and bat protection in the National Park Galichica

**Grant Number:** CEPF-112618

**Date of Completion of this Report:** 10.11.2022

**CEPF Hotspot:** Mediterranean Basin Biodiversity Hotspot

**Strategic Direction:** Strategic Direction 5: Strengthen the regional conservation community through the sharing of best practices and knowledge among grantees across the hotspot.

**Grant Amount:** 9,672.69

**Project Dates:** November 2021 – June 2022

### PART I: Overview

#### **1. Implementation Partners for this Project (*list each partner and explain how they were involved in the project*)**

##### **Project partners:**

1.Exploring Society Ursus Speleos from Skopje - The interaction with the project partner was excellent and the development of the activities was according to plan. The project coordinator has signed an agreement with IDUS for preparation of modules, development of poster and organization of training and field visit (which was fully completed by the project partner).

2.Eco Logic - The interaction with the project partner Eco Logic from Skopje was excellent and the development of the activities was according to plan. The project coordinator has signed an agreement with Eco Logic for preparation of interactive board games (which was fully completed by the project partner)

### **Project stakeholders:**

1. The schools and kindergartens were contacted through the responsible persons for Red Cross in each institution, informative session with directors from each institution for presentation of the project, goals and benefits for the education institutions was conducted.

2. National Park Galichica - The communication and coordination with the National Park Galichica was excellent. The experts in the National Park were participating in development of all activities. The role of the National Park staff was sharing information, experience and comments in development of the activities, modules and evaluation missions. 4 staff members were involved since the beginning of the project in the training for educator as trainers and participants and field visits and workshops.

3. The project team contacted the Macedonian Ecological Society for synergy of the project activities in Ohrid and Prespa area. MES in the Prespa area is involved in development of activities and games that are connected with the wider Prespa area and in some of the parts of the materials they are involving bats as part of the biodiversity and caves as ecosystems (but not in details). The coordination and future involvement of MES was in sharing the info material that this project will prepare.

4. Ministry of Environment and Physical Planning - Coordination and communication with the Ministry of Environment and Physical Planning was made, meeting was organized for presentation of the project activities and further steps.

5. NGOs - During the training for educator additional NGOs were involved as participants – Eko Svest, IDSB (students' biologists) and IZSG (student geographers). The involvement was a step forward for networking for protection of bats and caves.

5. The Eho Mountain Movie Festival was contacted and together with the project partners, Red Cross Ohrid organized a movie projection for movies connected to caves.

### **1. Summarize the overall results of your project**

The project activities in the reporting period from November 2021 until the end of June 2022 have been conducted according to the timeframe of the project. Red Cross Ohrid in coordination with the project partners and the National Park Galichica developed the educative modules and interactive board games for kindergartens and elementary schools and tested them through conducting educative workshops in the educational institutions, 10 kindergartens and 6 elementary schools. In the reported period, Red Cross Ohrid and the project partners developed and distributed educative posters and flyers and procurement of protective caving equipment. Joint meetings have been organized with the partners, National Park, the Macedonian Ecological society and the Ministry of Environment and Physical Planning. The outcome of the meetings was enhanced networking and synergy in the nature protection projects. As final activities of the project, educative initiative was developed between all partners and a final field visit was organized together with a projection of speleology movies with support of Eho Mountain Film Festival. For the promotion of the project activities, social media templates were developed and

shared on social media (such as the campaign for promotion of caves and karst protection), shared on <https://www.facebook.com/UrsusSpeleos> and <https://www.facebook.com/CKOhrid>

**2. Briefly describe actual progress towards each planned long-term and short-term impact (as stated in the approved proposal)**

*List each long-term impact from your proposal*

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

<b>Impact Description</b>	<b>Impact Summary</b>
Enhancing the capacities for nature education with emphasis on cave and bat protection in the National park Galichica	The project developed resources (modules and games) and capacities for education (trained educators), with focus on caves and bats. This helped and enhanced the Educational strategy and management plan of the NP Galichica, with resources for implementation of their planned activities and goals for ecological education.

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

<b>Impact Description</b>	<b>Impact Summary</b>
1.Improved environment education capacities in National Park Galichica for bat and cave protection through 2 (two) developed and dissemination education modules	<p>Developed 2 modules for education (kindergartens and elementary schools) for bat and cave protection on Macedonian and Albanian language.</p> <p>Developed 2 play based games (kindergartens and elementary schools) for bat and cave protection on Macedonian and Albanian language.</p> <p>With the development of the module, knowledge, capacities of NGOs, NP Galichica are enhanced for educational activities, the modules are incorporated into the educational strategy and program of the National park as well as the NGOs (for the year 2023).</p>
2.Enhanced networking and strengthened cooperation between NGOs and National Park Galichica for environmental education for cave protection through training of trainers and development of 1 educational initiative	<p>Conducted 1 training for trainers for implementation of the educational modules</p> <p>Conducted 1 workshop for stakeholders</p> <p>All organizations signed memorandums of cooperation/agreements, the Exploring Society Ursus Speleos, Red Cross Ohrid and Eco Logic will be part of the education process in the National Park Galichica.</p>
3. At least 200 youth from elementary schools and kindergartens in the municipality of Ohrid understand the need for protection of bats and the	297 educated youth from kindergartens for bat and cave protection

<p>caves in the National Park Galichica as their habitats</p>	<p>151 educated youth from elementary schools for bat and cave protection  1 developed flyer and 2 educational posters for promotion of cave and bat protection</p> <p>1 Conducted field trip to cave  Samatska dupka</p> <p>The impact on the youth is raised awareness and capacities to protect bats and caves in the National Park Galichica as their habitats.</p>
<p>4. Effective project management and partner cooperation</p>	<p>Conducted 1 kick off workshop for stakeholders</p> <p>Conducted 1 final workshop for stakeholders</p> <p>Conducted 3 monitoring visits</p> <p>At the beginning of the implementation of the project, a kick-off meeting was organized, the aim of which was for the project partners to discuss the project plan and their responsibilities, and to ensure that effective communication and coordination was established. During the implementation of the project, three monitoring meetings were held, in order for the project partners to discuss the progress of the project, to improve their cooperation, and to plan and coordinate subsequent activities. Before the end of the project, a final workshop was organized, during which the project partners discussed the project results in detail, and evaluated the project (including the management of it).</p>

**3. Were there any unexpected impacts (positive or negative)?**

The unexpected impact and positive examples are the cooperation with the Eho Festival for Mountain film that joined the final event with projections of speleological movies as well as the initiative for further support of the project ideas (PONT, etc.)

**PART II: Project Products/Deliverables**

**5. List each product/deliverable as stated in your approved proposal and describe the results for each of them:**

#	Deliverable Description	Deliverable Update
1.	Developed 2 education modules for cave and bat protection for kindergartens and elementary schools including 2 interactive games	<p>The educative modules have been completed by the project partner Exploring Society Ursus Speleos in coordination with national experts for karst, biodiversity and pedagogy. All materials are in line with the management plan of NP Galichica and the National Park Galichica was involved in the development. The modules contain data and pictures for caves, karst, cave in National Park Galichica, bats, bats in National Park Galichica, activities for experiential learning, puzzles, videos and detailed description of the target groups and tips and tricks from pedagogical aspects.</p> <p>The games were developed in 2 ways, the first game for kindergartens is an interactive game (zhabche/frog) with graphic designs of 4 caves and 4 types of bats and it includes fun facts for the games that are in synergy with the developed modules. The game for the elementary school has been developed as a board game in the style “snakes and ladders”, it has 100 fields with questions and facts for caves and bats (in synergy with the developed modules) where you can go forward or back. All 2 games have separate manuals for playing, additional playing cards and targets.</p>
2.	Trained 10 trainers for nature protection and implementation of the educational modules	<p>The training was conducted in the period from 15th to 17th of April in the Educational training center of Red Cross Ohrid in Velestovo. The participants (in total 16 people) were a selected group of teachers, students and nature enthusiasts from Red Cross Ohrid, National Park Galicica, Eco-Logic, Exploring Society "Ursus Speleos", Eko-svest, Research Society of Students biologists-IDSB and Research Association of Student Geographers "Prirodnik" - EGEA Skopje. The training was</p>

		<p>thematically focused on capacity building and networking for the protection of caves and bats in National Park Galichica. The lectures were conducted by experienced lecturers and experts in the field of karstology, biodiversity, pedagogy and experiential learning. During the training, the educational modules and games for the protection of caves and bats were also presented, for children from kindergartens and elementary schools.</p>
3.	<p>Conducted 1 workshop and developed 1 education initiative</p>	<p>The workshop for the educational initiative was organized by the project lead (Red Cross Ohrid) and on the workshop there was participants from the project partners, National Park Galichica, Eko Svest and selected educators that completed the training for educator within the project. The initiative (draft concept) is intended for National Park Galichica, in the process of preparation of the annual educational program or strategy. The activity was conducted in the same day with the monitoring visit, to combine the activities and conduct them in a timely and coordinated approach.</p>
4.	<p>Disseminated education modules and games through 10 educational workshops</p>	<p>Conducting 5 educational workshops in kindergartens – the workshops in the kindergartens were conducted in the planned period of April/May 2022 by the trained educators during the training for educators for caves and bats protection. During 10 workshops, a total of 297 children from kindergartens in the territory of the municipality of Ohrid and Resen were covered. Activities planned in the education modules for caves and bats were carried out and tested during the workshops as well as the games prepared within the framework of the project.</p> <p>Conducting 6 educational workshops in elementary schools – the workshops in the elementary schools were conducted in the planned period of April/May</p>

		<p>2022 by the trained educators during the training for educators for caves and bats protection. During 6 workshops, a total of 151 pupils from elementary schools in the territory of the municipality of Ohrid were covered. Activities planned in the education modules for caves and bats were carried out and tested during the workshops as well as the games prepared within the framework of the project.</p>
5.	Promoted cave and bat protection in the National park Galichica to stakeholders and youth	<p>On June 25, 2022, a field visit to the cave Samotska Dupka was organized by Red Cross Ohrid, Exploring Society Ursus speleos and the Mountain Rescue Service of Red Cross Ohrid. The visit was intended for the representatives from partner organizations, trained educators within the framework of the project, as well as a selection of elementary school-age students. With the help of off-road vehicles, the cave Samotska Dupka was reached, and the educational visit was carried out by trained speleo guides, where the participants got to know the value of the cave. The educational visit was also used to visit other significant habitats of flora and fauna in the National Park. After the visit, a screening of 2 films related to the caves, "Spelenaut" and The Ario Dream - The Quest for Europe's Deepest Cave, was organized in cooperation with the Echo Mountain Film Festival and located in the Operational Center of the Mountain Rescue Service. In total 35 participants took part in the activities. All activities were conducted with support from the National Park.</p>
6.	Effective Coordination with Project Partners/Stakeholders	<ul style="list-style-type: none"> <li>Conducted 1 kick off workshop for stakeholders. The kick-off workshop was held on 13.11.2021 in the premises of Ohrid Red Cross. Present were representatives of Ohrid Red Cross, Civil Society Organization "Eco Logic", Exploring Society "Ursus Speleos" and Public Institution National Park Galichica; in total 9 people took part in this workshop. The meeting was organized in order</li> </ul>

		<p>to launch the project, and for a timely and effective coordination and implementation of the project activities to be ensured.</p> <p>Representatives of every organization held a presentation about the work of the organization (objectives, programs, projects, activities etc.), and a representative of Ohrid Red Cross presented the project (objectives, results, activities etc.). After the presentations, the following topics were discussed: project timeframe and responsibilities, administrative questions, and visibility plan.</p> <ul style="list-style-type: none"><li>• Conducted 1 final workshop for stakeholders The final workshop was held on 27.06.2022 in the premises of Ohrid Red Cross. Present were representatives of Ohrid Red Cross, Civil Society Organization “Eco Logic”, Exploring Society “Ursus Speleos” and Public Institution National Park Galichica; in total 8 people took part in this workshop. During the meeting, the results of the project were presented and discussed, and the project was evaluated. Also memoranda of cooperation were signed and exchanged between the project partners and the Public Institution National Park Galichica.</li><li>• Conducted 3 monitoring visits The first monitoring meeting was held on 22.12.2021 in the premises of Ohrid Red Cross. Present were representatives of Ohrid Red Cross, Civil Society Organization “Eco Logic” and Exploring Society “Ursus Speleos”; in total 9 people took part in this meeting. The meeting was organized in order for the project partners to present the implemented activities, to discuss the progress of the project, and coordinate the subsequent activities. Also, during this meeting the procured speleological equipment (helmets and head lamps) was presented. The second monitoring meeting was held on 11.03.2022 in the premises of Ohrid Red Cross. Present were representatives of Ohrid Red</li></ul>
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		<p>Cross, Civil Society Organization “Eco Logic”, Exploring Society “Ursus Speleos” and Public Institution National Park Galichica; in total 5 people took part in this meeting. The meeting was an opportunity for the implemented activities to be presented, the progress of the project to be discussed, and subsequent activities to be effectively coordinated. Before the meeting, the participants met with representatives of the primary schools in Ohrid in order to inform them about the project and the project activities in which the school were to have a role (educational workshops).</p> <p>The third monitoring meeting was held on 02.06.2022 in the premises of Ohrid Red Cross. Present were representatives of Ohrid Red Cross, Civil Society Organization “Eco Logic”, Exploring Society “Ursus Speleos” and Public Institution National Park Galichica; in total 7 people took part in this meeting. During the meeting, the implemented project activities were discussed, and subsequent activities were planned in detail. After this meeting, the workshop for the development of the educational initiative for cave and bat protection in National Park Galichica took place.</p>
7	Project Team	The project team was comprised of Project manager (coordinator) and project assistant that worked on the project activities

**6. Please describe and submit any tools, products, or methodologies that resulted from this project or contributed to the results.**

1. Educational modules for bats and caves
2. Educational games for bats and caves
3. Educational initiative document
  
4. Posters and flyers

<https://crvenkrst-ohrid.org.mk/edukativen-poster-za-peshteri-i-liljaci-vo-nacionalen-park-galichica-namenet-za-vozasna-grupa-na-uchenici-od-osnovno-uchilishte/> (link to the post about the poster for elementary schools on Ohrid Red Cross website)  
<https://crvenkrst-ohrid.org.mk/edukativen-poster-za-peshteri-i-liljaci-vo-nacionalen-park-galichica-namenet-za-vozasna-grupa-na-deca-od-gradinka/> (link to the post about the poster for kindergartens on Ohrid Red Cross website)  
<https://crvenkrst-ohrid.org.mk/edukativen-flaer-za-peshteri-i-liljaci-vo-nacionalen-park-galichica/> (link to the post about the flyer on Ohrid Red Cross website)

### **PART III: Lessons, Sustainability, Safeguards and Financing**

#### **Lessons Learned**

#### **7. Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building.**

“Lessons learned” are experiences you have gained that you think would be valuable successes worth replicating or practices that you would do differently if you had the chance. Consider lessons that would inform project design and implementation, and any other lessons relevant to the conservation community. CEPF Lessons Learned Guidelines are available here: <https://www.cepf.net/sites/default/files/cepf-lessons-learned-guidelines-english.pdf>.

During the activities (trainings and workshops) the project team conducted evaluations so the progress can be determined and lessons learned can be developed for future project activities. Besides that during the final (closing) meeting, group evaluation has been conducted.

The training for educators on the topics of caves and bats was one of the project’s main accomplishments, not only because it was an opportunity to prepare educators for the implementation of the modules developed in the framework of the project, but as a networking event as well. The participants in the training were given instructions and ideas how to best implement the educational modules, met colleagues, shared their knowledge with the group, and presented ideas for future activities to the representatives of the project partners and the other participants. The project partners agreed that trainings for trainers on the subject of caves and bats should be organized as part of future projects, and that participants from the entire country should be invited.

The inclusion of field activities in the agenda of the training for trainers, as well as the field trip for stakeholders and youth to the cave Samotska dupka, received especially positive feedback from the participants and the representatives of the project partners. These field activities, conducted by experts and with appropriate security measures, proved to be valuable opportunities for teaching, learning, and networking. The project partners agreed that more field activities should be included in future projects.

#### **Sustainability / Replication**

**8. Summarize the success or challenges in ensuring the project will be sustained or replicated, including any unplanned activities that are likely to result in increased sustainability or replicability.**

All organizations signed memorandums of cooperation/agreements, the Exploring Society Ursus Speleos, Red Cross Ohrid and Eco Logic will be part of the education process in the National Park Galichica.

Development of promotional materials, education and increasing awareness represent permanent documents and materials which will promote the protection of bats and caves.

In addition, the resources and the educational initiative will be incorporated into the educational program of the Annual plan of the National Park Galichica and also tested in the Natural Monuments Slatinski Izvor (Ursus Speleos) and Vevchanski Izvori (Eko Svest).

The resources will be used by the Velo Schools network (150 elementary schools around the country) run by Eco Logic.

Through Red Cross programs and volunteers, additional sustainability measure will be added with incorporating the education into the yearly plan. The incorporation of the activities in the annual plan of the protected areas and NGOs will be conducted by the trained staff from the project and according to the developed educational initiative.

Building upon the strengthened networking and cooperation between stakeholders and the increased educational capacities for cave and bat protection achieved during the implementation of the project “Developing educational resources for cave and bat protection in the National Park Galichica”, a three-year project has been developed and submitted to PONT. The main objective of this project is strengthening the capacities of National Park Galichica and raising the level of awareness of the local population for adaptation to climate change and protection of endangered plant and animal species and cave ecosystems. The project will be implemented in three phases. In the first phase of the project, through scientific research and studies of vulnerability of cave ecosystems and cave fauna to climate change and scientific research and studies of endangered animal and plant species in the National Park Galichica, the focus will be on updating the Management Plan of the protected area National Park Galichica with scientific data and measures for protection of cave ecosystems and endangered plant and animal species from the impact of climate change. In the second phase, the activities will focus on sharing experiences and study visits to UNESCO protected areas, development of 3 education corners and preparation of educational materials, games and modules for raising awareness among the population, capacity building of the local community. This will be done through trainings for educators and education workshops with elementary school pupils which will enhance the Education Program for the local population for adaptation to the impact of climate change and their impact on the cave ecosystems and endangered plant and animal species in NP Galichica. In the third phase, the activities will focus on capacity building and establishment of an efficient mechanism for support of the National Park Galichica in case of negative impacts from climate change in order to protect the endangered biodiversity in NP Galichica. The activities will focus on training of the team for response to forest fires, first aid and rescue, procurement of firefighting equipment and support vehicle, preparation of storage space, contingency plan for forest fires and conducting simulation exercise for testing of the above-mentioned activities.

**Safeguards**

**9. If not listed as a separate Deliverable and described above, summarize the implementation of any required action related to social or environmental safeguards that your project may have triggered.**

The stakeholders were engaged and communicated through:

- Coordination meetings with stakeholders
- Involving the stakeholders in the process of education and training of educators
- Conducting workshops (kick off and final workshop) and involvement of stakeholders
- Conducting workshop for development of educational initiative with all stakeholders
- Developing and conducting social media campaign with promotional posts and information about the project goals and activities, introducing the project partners
- Developing online campaign for raising awareness about importance of cave and bats
- Development of poster and leaflet
- Promotion activity with directors from elementary schools and kindergartens
- Synergy activities and meeting with interested NGOs that work in nature protection
- Non - technical summary documents and reports
- Photo and video documentation sharing

There was no conflict in the project implementation and reporting phase. Stakeholder Engagement Plan was developed alongside with grievance mechanism - <https://crvenkrstohrid.org.mk/mehanizam-za-poplaki-i-preporaki/>

**Additional Funding**

**10. Provide details of any additional funding that you have secured to support this project.**

**a. Total additional funding (US\$) PONT – 12,991**

**b. Type of funding**

Please provide a breakdown of additional funding (counterpart funding and in-kind) by source.

<b>Donor</b>	<b>Type of Funding</b>	<b>Amount</b>
PONT	Project support	12,991

**Additional Comments/Recommendations**

**11. Use this space to provide any further comments or recommendations in relation to your project or CEPF.**

**PART IV: Impact at Portfolio and Global Level**

### Contribution to Portfolio Indicators

**12.** In order to measure the results of CEPF investment strategy at the hotspot level, CEPF uses a set of Portfolio Indicators which are presented in the Ecosystem Profile of each hotspot. Please list these below and report on the project's contribution(s) to them.

Indicator	Actual Numeric Contribution	Actual Contribution Description

### Contribution to Global Indicators

Please report on all Global Indicators that pertain to your project.

#### **13. Benefits to Individuals**

##### **13a. Number of men and women receiving structured training.**

Report on the number of men and women that have benefited from structured training due to your project, such as financial management, beekeeping, horticulture, farming, biological surveys, or how to conduct a patrol.

# of men receiving structured training *	# of women receiving structured training *	Topic(s) of Training
5	11	Conducting training for trainers for educators for cave and bat protection in kindergartens and elementary schools  The training was thematically focused on capacity building and networking for the protection of caves and bats in National Park Galichica. The lectures were conducted by experienced lecturers and experts in the field of karstology, biodiversity, pedagogy and experiential learning.
162	135	Conducting 5 educational workshops in kindergartens (in total 10 workshops)

		Education for bat and cave protection, caves in NP Galichica, how to protect them, the importance etc.
73	78	Conducting 5 educational workshops in elementary schools (in total 6 workshops)  Education for bat and cave protection, caves in NP Galichica, how to protect them, the importance etc.
7	9	Conducting 1 field trip for stakeholders and youth in the cave Samotska Dupka  Promotion and protection of caves and bats, speleology, safety and security etc.
247	233	480

*\*Please do not count the same person more than once. For example, if 5 men received structured training in beekeeping, and 3 of these also received structured training in project management, the total number of men who benefited from structured training should be 5.*

**13b. Number of men and women receiving cash benefits.**

Report on the number of men and women that had an increase in income or cash (monetary) benefits due to your project from activities such as tourism, handicraft production, increased farm output, increased fishery output, medicinal plant harvest, or payment for conducting patrols.

# of men receiving cash benefits*	# of women receiving cash benefits*	Description of Benefits

*\*Please do not count the same person more than once. For example, if 5 men received cash benefits due to tourism, and 3 of these also received cash benefits from increased income due to handicrafts, the total number of men who received cash benefits should be 5.*

**14. Protected Areas**

**Number of hectares of protected areas created and/or expanded**

Report on the number of hectares of protected areas that have been created or expanded as a result of your project. Protected areas may include private or community reserves, municipal or provincial parks, or other designations where biodiversity conservation is an official management goal.

Name of PA*	Country(s)	Original # of Hectares**	# of Hectares Newly Protected	Year of Legal Declaration/ Expansion	Longitude***	Latitude***
National park Galichica	Republic of North Macedonia	22 750	/	/	20.839413232 616888	40.9690545 82382284

\* If possible please provide a shape file of the protected area to CEPF.

\*\* Enter the original total size, excluding the results of your project. If the protected area was not existing before your project, then enter zero.

\*\*\* Indicate the latitude and longitude of the center of the site, to the extent possible, or send a map or shapefile to CEPF. Give geographic coordinates in decimal degrees; latitudes in the Southern Hemisphere and longitudes in the Western Hemisphere should be denoted with a minus sign (example: Latitude 38.123456 Longitude: -77.123456). To obtain the latitude and longitude of your protected area, use googlemap, right click on the center of your protected area, and select "What's here?", and copy the latitude and longitude appearing in the popup window.

## 15. Key Biodiversity Area Management

### Number of hectares of Key Biodiversity Areas (KBA) with improved management

Report on the number of hectares in KBAs with improved management, where tangible results have been achieved to support conservation, as a result of your project. Examples of improved management include, but are not restricted to: increased patrolling, reduced intensity of snaring, invasive species eradication, reduced incidence of fire, and introduction of sustainable agricultural/fisheries practices. Do not record the entire area covered by the project - only record the number of hectares that have improved management.

If you have recorded part or all of a KBA as newly protected for the indicator entitled "protected areas", and you have also improved its management, you should record the relevant number of hectares for both this indicator and the "protected areas" indicator.

Name of KBA	KBA Code from Ecosystem Profile	# of Hectares Improved *

\* Do not count the same hectares more than once. For example, if 500 hectares were improved due to implementation of a fire management regime in the first year, and 200 of these same 500 hectares were improved due to invasive species removal in the second year, the total number of hectares with improved management would be 500.

## 16. Production landscapes

### Number of hectares of production landscape with strengthened management of biodiversity

Please report on the number of hectares of production landscapes with strengthened management of biodiversity, as a result of your project. A production landscape is defined as a landscape where commercial agriculture, forestry or natural product exploitation occurs.

- For an area to be considered as having "strengthened management of biodiversity," it can benefit from a wide range of interventions such as best practices and guidelines implemented, incentive schemes introduced, sites/products certified, and sustainable harvesting regulations introduced.
- Areas that are protected are not included under this indicator, because their hectares are counted elsewhere.
- A Production Landscape can include part or all of an unprotected KBA.

Name of Production Landscape*	# of Hectares with Strengthened Management**	Latitude***	Longitude***	Description of Intervention

\* If the production landscape does not have a name, provide a brief descriptive name for the landscape.

\*\*Do not count the same hectares more than once. For example, if 500 hectares were strengthened due to certification in the first year, and 200 of these same 500 hectares were strengthened due to new harvesting regulations in the second year, the total number of hectares strengthened to date would be 500.

\*\*\* Indicate the latitude and longitude of the center of the site, to the extent possible, or send a map or shapefile to CEPF. Give geographic coordinates in decimal degrees; latitudes in the Southern Hemisphere and longitudes in the Western Hemisphere should be denoted with a minus sign (example: Latitude 38.123456 Longitude: -77.123456). To obtain the latitude and longitude of your production landscape, use googlemap, right click on the center of your production landscape, and select "What's here?", and copy the latitude and longitude appearing in the popup window.



Kuratica							x	North Macedonia				x						10	10
Livoishta							x	North Macedonia				x						5	5
Peshtani							x	North Macedonia				x						50	50
Elshani							x	North Macedonia				x						10	10
Konjsko							x	North Macedonia				x						5	5
Trpejca							x	North Macedonia				x						10	10
Lakocherej							x	North Macedonia				x						25	25

\*If you marked "Other" to describe the community characteristic, please explain:

The local community that the project targeted (marked with Other) are **children/kids/students** from the villages that were part of the National park or gravitated to the National park Galicica. The benefit to the community is the **Increased access to public services (e.g. health care, education)** due to that with the preparation of the modules and games, training of educators and the development of the educational initiative, the capacities for education in the National park have been increased and further materials were develop to improve the educational services of the public institution National park Galicica.

**18. Policies, Laws and Regulations**

Report on policies, laws and regulations with conservation provisions that have been enacted or amended, as a result of your project. “Policies” pertain to statements of intent formally adopted or pursued by a government, including at sectoral or sub-national level. “Laws and regulations” pertain to official rules or orders, prescribed by authority. Any law, regulation, decree or order is eligible to be included.

**18a. Name, scope and topic of the policy, law or regulation that has been amended or enacted as a result of your project**

No.	Name of Law, Policy or Regulation	Scope (mark with x)			Topic(s) addressed (mark with x)																
		Local	National	International	Agriculture	Climate	Ecosystem Management	Education	Energy	Fisheries	Forestry	Mining and Quarrying	Planning/Zoning	Pollution	Protected Areas	Species Protection	Tourism	Transportation	Wildlife Trade	Other*	
1																					
2																					
...																					

\* If you selected “other”, please give a brief description of the main topics addressed by the policy, law or regulation.

**18b. For each law, policy or regulation listed above, please provide the requested information in accordance with its assigned number.**

No.	Country(s)	Date enacted/ amended MM/DD/YYYY	Expected impact	Action that you performed to achieve this change
1				

2				
3				

## 19. Biodiversity-friendly Practices

### Number of companies that adopt biodiversity-friendly practices

Please list any companies that have adopted biodiversity-friendly practices as a result of your project. While companies take various forms, for the purposes of CEPF, a company is defined as a for-profit business entity. A biodiversity-friendly practice is one that conserves or uses natural resources in a sustainable manner.

No.	Name of Company	Description of biodiversity-friendly practice adopted during the project	Country(s) where the practice has been adopted by the company
1			
2			
...			

## 20. Networks & Partnerships

### Number of networks and/or partnerships created and/or strengthened

Report on any networks or partnerships between and among civil society groups and other sectors that you have created or strengthened as a result of your project. Networks/partnerships should have some lasting benefit beyond immediate project implementation. Informal networks/partnerships are acceptable. Examples of networks/partnerships include: an alliance of fisherfolk to promote sustainable fisheries practices, a network of environmental journalists, a partnership between one or more NGOs with one or more private sector partners to improve biodiversity management on private lands, or a working group focusing on reptile conservation.

Do not list the partnerships you formed with others to implement this project, unless these partnerships will continue after your project ends.

No.	Name of Network / Partnership	Year established	Did your project establish this Network/ Partnership? Y/N	Country(s) covered	Purpose
1	Red Cross Ohrid – Ursus Speleos	2022	Y	Republic of North Macedonia	MoU for implementation of project, activities, nature protection, environmental education etc.
2	Red Cross Ohrid – National Park Galichica	2022	Y	Republic of North Macedonia	MoU for implementation of project, activities, nature protection, environmental education etc.
3	Ursus Speleos - National Park Galichica	2022	Y	Republic of North Macedonia	MoU for implementation of project, activities, nature protection, environmental education etc.

4	Eco Logic - National Park Galichica	2022	Y	Republic of North Macedonia	MoU for implementation of project, activities, nature protection, environmental education etc.
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## 21. Sustainable Financing Mechanism

List any functioning sustainable financing mechanisms created or supported by your project. Sustainable financing mechanisms generate funding for the long-term (generally five or more years). These include, but are not limited to, conservation trust funds, debt-for-nature swaps, payment for ecosystem service (PES) schemes, and other revenue, fee or tax schemes that generate long-term funding for conservation. To be included, a mechanism must be delivering funds for conservation.

### 21a. Details about the mechanism

No.	Name of Financing Mechanism	Purpose of the Mechanism*	Date of Establishment**	Description***	Countries
1					
2					
3					

\*Please provide a succinct description of the mission of the mechanism.

\*\*Please indicate when the sustainable financing mechanism was officially created. If you do not know the exact date, provide a best estimate.

\*\*\*Description, such as trust fund, endowment, PES scheme, incentive scheme, etc.

### 21b. Performance of the mechanism

For each Financing Mechanism listed previously, please provide the requested information in accordance with its assigned number.

NO.	Project intervention (mark with x)			Has the mechanism disbursed funds to conservation projects?
	Created a mechanism	Supported an existing mechanism	Created and supported a new mechanism	
1				
2				
3				

## 22. Red List Species

If the project included direct conservation interventions that benefited globally threatened species (CR, EN, VU), as per the IUCN Red List, add the species below.

Examples of interventions include: preparation or implementation of a conservation action plan, captive breeding programs, species habitat protection, species monitoring, patrolling to halt wildlife trafficking, and removal of invasive species.

Genus	Species	Common Name (Eng)	Status (VU, EN, CR or Extinct in the Wild)	Intervention	Population Trend at Site (increasing, decreasing, stable or unknown)
					/

**Part V. Information Sharing and CEPF Policy**

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final completion and impact reports are made available on our Web site, [www.cepf.net](http://www.cepf.net), and publicized in our e-newsletter and other communications.

Provide the contact details of your organization (organization name and generic email address) so that interested parties can request further information about your project.

**Organization Name:** Red Cross of the Republic of North Macedonia Local Branch Ohrid

**Generic email address:** [ohrid@redcross.org.mk](mailto:ohrid@redcross.org.mk)