Taking Steps in Conservation
Leadership: Building Capacity for Conservation

Samantha James
Community Outreach Manager
• Rainforest
• 371,000 ha
• Conservation AND Sustainable use
• Benefits
• Local, National and International
  – Ecological
  – Social
  – Economic
Partners

• 16 local communities of the North Rupununi District Development Board (NRDDB)

• Shared interests and resources

• Local resource management
FORENET Research

• To determine if there is a link between Iwokrama’s capacity building programmes and the development of members into conservation leaders.
Relevance

• “Enhancing capacity of local people and institutions to manage forest and savannah ecosystems”
• Contribute to development and strengthening of community based capacity building activities
• Implications for conservation and resource management
Lessons learned from 3 groups

- Wildlife Clubs
- Community Environmental Workers
- Makushi Research Unit

- Iwokrama instrumental in the formation/support of these groups
- Through community request
- Environmental
- Social
Permission to work with Villages

- 13 Village councils
- EPA
- Min of Amerindian Affairs

16 Villages in NRDDB but Katoka, Quatata do not have clubs and Massara did not participate.
Survey Development

- The Zoo and Aquarium Teen Program Assessment Consortium (ZATPAC) – survey
- Club objectives as indicators
- Training
- Testing
- Refine language
Indicators

1. Awareness and understanding of the plants, animals, and physical characteristics of the forest & savannah
2. Participation in local wildlife inventories & wildlife monitoring.
4. Personal capacity and social skills

Based on WLC Objectives
Population Data

Members

• CEW
  – Reports and consultation
• MRU
  – Reports and consultation
• WLC
  – Workshop and festival sign up sheets, consultations

Non Members

• Village population, CHW
• Removed
  – under 19
  – Member names
8% of Overall Population Surveyed

<table>
<thead>
<tr>
<th>Village</th>
<th>WLC Member</th>
<th>WLC Non Member</th>
<th>CEW Member</th>
<th>CEW Non Member</th>
<th>MRU Member</th>
<th>MRU Non Member</th>
<th>Total surveyed</th>
<th>Village population</th>
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<td><strong>18</strong></td>
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Wildlife Clubs

- 1999 – 2012
- 16 clubs
- 8 – 20 years old
- 1500 individuals over 10 years
- Focus on environment
- “Junior community ranger”
About half members report that their wlc experience increased their interest in the environment and their understanding of local plants, animals and habitats by “a lot”.
About a third of members report that their club experience increased their understanding of local resource management and conservation by “a lot”.

Graph: 

- **A lot**
  - Non member: 2
  - Member: 31

- **A little**
  - Non member: 52
  - Member: 63

- **Not at all**
  - Non member: 46
  - Member: 6
Did your interest in the environment and natural resources come from your participation in the wildlife club?
## Skills Development

<table>
<thead>
<tr>
<th>Skill</th>
<th>Members</th>
<th>Non Members</th>
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<td>Public speaking skills</td>
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<td>59</td>
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<tr>
<td>Self confidence</td>
<td>78</td>
<td>67</td>
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<tr>
<td>Awareness about my health</td>
<td>69</td>
<td>65</td>
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<tr>
<td>Management skills</td>
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<td>59</td>
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<tr>
<td>My ability to organize activities</td>
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<td>63</td>
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<td>Report writing skills</td>
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<td>63</td>
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<td>My ability in the creative arts</td>
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<td>47</td>
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<tr>
<td>Pride in my culture and heritage</td>
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<td>85</td>
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<tr>
<td>Financial skills</td>
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<td>49</td>
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<td>Computer skills</td>
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<td>44</td>
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<td>Proposal writing skills</td>
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<td>16</td>
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<td>My resume and Curriculum Vitae</td>
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<td>11</td>
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<tr>
<td>Field research</td>
<td>32</td>
<td>11</td>
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<tr>
<td>Other</td>
<td>44</td>
<td>44</td>
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<tr>
<td>I don’t have any skills</td>
<td>72</td>
<td>6</td>
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Members reported that being part of a club helped them to develop skills including organizational skills, public speaking, self confidence, report writing and management.
WLC: Employment

**Members**

- 40% WLC stated that experience helped them identify job opps
- 41% employed outside the home
- Hold “other jobs”
- Guides, monitors, office, arts

**Non Members**

- 22% employed outside the home
- Farmers, fishers, housewives
WLC: Employment Outside the Home

- **Members employed:**
  - Min of Ed & Iwokrama
    - Teachers
    - Monitors
    - Hospitality
    - Guides
  - Non Members in cooking and housekeeping positions

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Members</th>
<th>Non Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide, monitoring</td>
<td>16</td>
<td>18</td>
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<tr>
<td>Manual labor</td>
<td>7</td>
<td>16</td>
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<tr>
<td>Office, shop work</td>
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<td>13</td>
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<td>Arts</td>
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<tr>
<td>Food service, production</td>
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<td>13</td>
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<tr>
<td>Education, student, library</td>
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<tr>
<td>Domestic, housekeeping</td>
<td>8</td>
<td>43</td>
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<tr>
<td>Driver</td>
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<tr>
<td>Trading</td>
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</table>
Community Environmental Workers

- “Community Ranger”
- Training NRM focus
- Resource mapping
- Sanitation
- Resource and social survey methods
- 1999 – 2001 (2 yrs)
- 1 -2 people trained in 12 villages
Did your experience as CEW increase your understanding of local plants, animals, and habitats?
CEW: Understanding of local resource management and conservation

Did your experience as CEW increase your understanding of local resource management and conservation?
Did your interest in the environment come from your participation as CEW?

- A little: 50%
- A lot: 50%

Members
CEW: Skills

- Public speaking: 94% (Member), 60% (Non Member)
- Self confidence: 100% (Member), 71% (Non Member)
- Awareness about my health: 89% (Member), 80% (Non Member)
- Management: 94% (Member), 63% (Non Member)
- Organizational: 94% (Member), 60% (Non Member)
- Report writing: 89% (Member), 49% (Non Member)
- Creative arts: 61% (Member), 34% (Non Member)
- Pride in culture and heritage: 83% (Member), 89% (Non Member)
- Financial: 89% (Member), 51% (Non Member)
- Computer: 67% (Member), 9% (Non Member)
- Proposal writing: 61% (Member), 14% (Non Member)
- Field research: 78% (Member), 20% (Non Member)
- Do not have any: 6% (Member), 6% (Non Member)

Legend:
- Green: Member
- Orange: Non Member
CEW: Job Descriptions

Compared with non members CEW members are more likely to report being employed outside of the home (56% versus 17%).
Makushi Research Unit

- 1995 - 2012
- Ethno botanical research
- Recording, promoting and documenting Makushi culture
- Translation
- Language education
- Social issues
Did your experience as MRU increase your understanding of local plants, animals and habitats?
MRU: Understanding of local resource management & conservation

Did your experience as MRU **increase** your understanding of local resource management and conservation (surveys about plants, animals and monitoring)
<table>
<thead>
<tr>
<th>Skill</th>
<th>Member</th>
<th>Non Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public speaking skills</td>
<td>100%</td>
<td>69%</td>
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<tr>
<td>Self Confidence</td>
<td>100%</td>
<td>74%</td>
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<tr>
<td>Awareness about my health</td>
<td>95%</td>
<td>85%</td>
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<tr>
<td>Management skills</td>
<td>68%</td>
<td>59%</td>
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<tr>
<td>My ability to organize activities</td>
<td>74%</td>
<td>62%</td>
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<tr>
<td>Report writing skills</td>
<td>95%</td>
<td>49%</td>
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<td>My ability in the creative arts</td>
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<td>Financial skills</td>
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<td>Computer skills</td>
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<tr>
<td>Proposal writing skills</td>
<td>21%</td>
<td>13%</td>
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<tr>
<td>Field research</td>
<td>42%</td>
<td>5%</td>
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<tr>
<td>Other</td>
<td>74%</td>
<td>87%</td>
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</table>
Non Member knowledge of MRU

- All 39 non member respondents stated they know someone who is MRU.
- Among non member respondents, 44% stated they learned something from MRU.
- Non members defined MRU as a group who primarily advocate about domestic violence and Makushi language and culture.

Pie chart showing:
- Domestic and child violence awareness: 47%
- HIV Awareness: 23.50%
- Makushi language and culture: 11.70%
- Family Planning and household management: 11.70%
- Craboil soap production: 5.80%
What are the Benefits of Membership?

- Opportunities for skills building
- Education
- Personal growth
- Value environment
- Income opportunity
- Job placement
- Environmental stewardship

Both member and non member responses were similar
What was Negative?

• WLC need better supervision in community
• CEW program was too short
• MRU could community more closely with village council
• No negative impacts
Future: All programs should continue

**WLC**
- Continue current activities
- Need community mentors
- Increase activities and training

**CEW**
- Resume program
- Stronger focus on NRM
- Environmental liaise to village council
- Support WLC
- Uniforms, transportation
- Higher salary

**MRU**
- Continue current activities
- Teach Makushi in schools
- Social issues
- Stronger communications with village council
Conclusion

• Members and non members recognize that participation in groups as a positive step for personal growth and environmental stewardship

• Long term support to communities though WLC, CEW and MRU programs has led to the development of conservation leaders in the North Rupununi
Lessons Learned

- Unique relationship between Iwokrama and NRDDB
- Community consultation & FPIC
- Ground up
- Time & resources must be invested
- Not an overnight success story
- Lasting benefits
Benefits at the Local Level

- Livelihoods improved
  - Economically
  - Social well being
  - Ownership of resources
- Tools for management being used
- Stewardship & Ownership
- Conservation and sustainable development
National & International Level

• Implications for:
  • Protected areas development and management
  • Resource management
  • Tourism & business
  • General well being
  • Development
Questions?