

Schools Education & Comic Book 2017

Pre- and post- Questionnaire Results – Rugezi



Executive Summary

A questionnaire was administered to 636 students in three schools near Rugezi marshland before the education event and re-administered approximately one month after the event. 74% of students said they have seen a Grey Crowned Crane, 32 students admitted to having eaten a Grey Crowned Crane (5%) and 12 students admitted to selling Grey Crowned Crane chicks or eggs (2%). Results also show a huge demand on the marshland from families living nearby, for example 74% (n=472) of students reported using the marsh for collecting water, 57% (n=360) use it to collect grass, 55% (n=349) for fishing and 48% (n=308) for washing clothes.

Our education event showed a positive impact on changing the attitudes of students regarding taking crane eggs, eating wild animals and keeping wild animals in captivity. 20-30% more students strongly disagreed with these practices after the event. The results also showed a positive increase in the number of students who thought it was important to protect Grey Crowned Cranes and their habitat as well as the importance of wildlife and the environment in general. More students showed greater knowledge in understanding that the population of Grey Crowned Cranes in Rwanda is decreasing and threatened.

27% more students understood that it was the responsibility of 'everyone' to protect wildlife and nature. The number of students who thought it was the responsibility of the President or of local leaders reduced.

Students said they would take action if they saw another child trying to take crane eggs, with 69% saying they would advise or warn the child. 585 students made a pledge at the end of the event and 60% of those pledges were committing to protecting the environment and the habitat of the cranes.

Introduction

The Conservation Comic Book was launched in 3 schools near Rugezi marshland. A questionnaire was administered to a total of 636 students before they participated in the education event and then approximately 1 month later after the education event. The aim of this exercise was to collect some baseline data as well as measure any change in knowledge and attitudes of the students as a result of the event. This will allow us to adapt and improve the work we are doing with school children.

Gender

The sample consisted of roughly equal numbers of males and females (although gender was not asked in all cases)

GENDER	GS Bisaga	GS Cyapa	GS Rwerere	Total
Males (time 1)	72 (44%)	52 (46%)	75 (50%)	199 (31%)
Males (time 2)	69 (47%)	134 (46%)	98 (45%)	301 (46%)
Females (time 1)	91 (56%)	60 (54%)	75 (50%)	226 (36%)
Females (time 2)	70 (47%)	159 (54%)	116 (54%)	345 (52%)
Unknown (time 1)	0	129	82	211
Unknown (time 2)	9	1	2	12
Total (time 1)	163	241	232	636
Total (time 2)	148	294	216	658

Class

The sample included students studying in P4, P5 and P6; the top years of primary school.

CLASS	GS Bisaga	GS Cyapa	GS Rwerere	Total
Primary 4 (time 1)	65	67	76	208
Primary 4 (time 2)	63	105	68	236
Primary 5 (time 1)	64	114	82	260
Primary 5 (time 2)	54	123	80	257
Primary 6 (time 1)	34	60	74	168
Primary 6	31	63	68	162

(time 2)				
Total (time 1)	163	241	232	636
Total (time 2)	148	294 (3 missing)	216	658

N.B. The aim was to survey the same students at time 1 and time 2. This was achieved as best as possible although the above table shows that GS Cyapa, many more P4 students were surveyed at time 2. All of these students had attended the workshop, but a much smaller sample had completed the pre- questionnaire. This may skew the results in some cases.

Grey Crowned Cranes

In the pre-questionnaire, we asked questions to see how many students had ever seen a Grey Crowned Crane, how many had ever eaten one and how many had ever sold one.

Overall, 74% of students have seen a Grey Crowned Crane, although this varied depending on the school with more students from GS Bisaga having seen them (91%).

32 students admitted to having eaten a Grey Crowned Crane (5% of the sample) and 12 students admitted to selling Grey Crowned Crane chicks or eggs (2% of the sample).

	Seen GCC	Eaten GCC	Sold GCC
GS Bisaga	Yes 142 (91%)	Yes 14 (9%)	Yes 2 (1%)
	No 13 (8%)	No 147 (91%)	No 157 (99%)
	d/k 1 (1%)		
GS Cyapa	Yes 136 (58%)	Yes 5 (2%)	Yes 5 (2%)
	No 93 (40%)	No 231 (98%)	No 230 (98%)
	d/k 4 (2%)		
GS Rwerere	Yes 177 (78%)	Yes 13 (6%)	Yes 5 (2%)
	No 46 (21%)	No 218 (94%)	No 220 (98%)
	d/k 3 (1%)		
Total	Yes 455 (74%)	Yes 32 (5%)	Yes 12 (2%)
	No 152 (25%)	No 596 (95%)	No 607 (98%)
	d/k 8 (1%)		

Of the 12 students who admitted taking crane eggs or chicks to sell, 4 were female, 3 were male and for the other 5, gender was not recorded.

Rugezi Marsh

In the pre-questionnaire, we asked the students what their family use the marsh for. 74% of students use it for collecting water which shows a huge demand on the marsh with 472 students / families using it to collect water. Half of the students also report using the marsh for collecting grass, fishing and washing clothes.

	GS Bisaga	GS Cyapa	GS Rwerere	Total
Collecting water	139 (85%)	166 (69%)	167 (72%)	472 (74%)
Collecting grass	95 (58%)	133 (55%)	132 (57%)	360 (57%)
Grazing cows	71 (44%)	77 (32%)	100 (43%)	248 (39%)
Cultivating	53 (33%)	68 (28%)	95 (41%)	216 (34%)
Fishing	110 (68%)	104 (43%)	135 (58%)	349 (55%)
Hunting	40 (25%)	39 (16%)	31 (13%)	110 (17%)
Washing clothes	109 (67%)	89 (37%)	110 (47%)	308 (48%)

Students also reported using the marsh to wash, to play football, to find fire wood, to cut trees, to ferment sorghum or to pass through by boat or foot. A few students understood that the marsh is also a source of electricity.

Poaching

Students were asked how much they agree with the following three statements:

It is okay to take birds eggs from nests to eat

It is okay to catch wild animals or birds to eat

It is okay to catch wild animals or birds to keep in homes or hotels

Take Eggs	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Strongly disagree	60 (40.5%)	89 (61%)	81 (41%)	180 (62%)	113 (50%)	155 (72%)	254 (44%)	424 (65%)
Disagree	54 (36.5%)	35 (24%)	68 (34.5%)	77 (26%)	64 (28%)	35 (16%)	186 (33%)	147 (22.5%)
Neither	19 (13%)	10 (7%)	27 (14%)	12 (4%)	31 (14%)	14 (7%)	77 (13%)	36 (5.5%)
Agree	10 (7%)	4 (3%)	8 (4%)	8 (3%)	10 (4%)	6 (3%)	28 (5%)	18 (3%)
Strongly agree	5 (3%)	8 (5%)	13 (6.5%)	14 (5%)	8 (4%)	5 (2%)	26 (5%)	27 (4%)

At time 1, 44% of students strongly disagreed with the statement about taking eggs, and at time 2, this increased to 65% (+21%).

Eat Animals	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Strongly disagree	66 (44%)	101 (68%)	88 (44%)	187 (64.5%)	131 (59%)	176 (82%)	285 (50%)	464 (71%)
Disagree	61 (41%)	35 (24%)	80 (40%)	79 (27%)	53 (24%)	26 (12%)	194 (34%)	140 (21%)
Neither	10 (6.5%)	7 (5%)	19 (9.5%)	7 (2.5%)	16 (7%)	8 (4%)	45 (8%)	22 (3%)
Agree	6 (4%)	3 (2%)	7 (3.5%)	10 (3.5%)	12 (5%)	3 (1%)	25 (4%)	16 (3%)
Strongly agree	7 (4.5%)	2 (1%)	6 (3%)	7 (2.5%)	9 (4%)	2 (1%)	22 (4%)	11 (2%)

At time 1, 50% of students strongly disagreed with the statement about eating wild animals, and at time 2, this increased to 71% (+21%).

Keep Animals	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Strongly disagree	60 (39%)	98 (67%)	76 (36%)	188 (65%)	109 (47%)	174 (81%)	245 (41%)	460 (71%)
Disagree	60 (39%)	36 (25%)	68 (32%)	72 (25%)	52 (23%)	28 (13%)	180 (30%)	136 (21%)
Neither	10 (6%)	8 (5%)	16 (8%)	14 (5%)	19 (8%)	3 (1%)	45 (8%)	25 (4%)
Agree	14 (9%)	3 (2%)	25 (12%)	6 (2%)	13 (6%)	7 (3%)	52 (9%)	16 (2%)
Strongly agree	11 (7%)	2 (1%)	25 (12%)	8 (3%)	37 (16%)	2 (1%)	73 (12%)	12 (2%)

At time 1, 41% of students strongly disagreed with the statement about keeping wild animals, and at time 2, this increased to 71% (+30%).

Number of Cranes

Students were asked if they think the number of Grey Crowned Cranes in Rwanda is increasing, decreasing or staying the same

Number of Cranes	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 1	Total Time 1	Total Time 2
Increasing	87 (56%)	48 (33%)	188 (82%)	164 (60%)	212 (92%)	92 (43%)	487 (79%)	304 (48%)
Decreasing	60 (38%)	98 (66.5%)	36 (16%)	106 (39%)	14 (6%)	123 (57%)	110 (18%)	327 (51%)
About the same	9 (6%)	1 (0.5%)	6 (2%)	4 (1%)	5 (2%)	0 (0%)	20 (3%)	5 (1%)

At time 1, 18% of students thought that the number of Grey Crowned Cranes in Rwanda is decreasing and at time 2, this increased to 51%. This shows an increased understanding, however, the question is a little confusing as some of the students understood that the population of cranes is now increasing as a result of the work we are doing.

Importance of Cranes

Students were asked whether they agree or disagree with the statement 'Grey Crowned Cranes are important birds and should be protected'.

GCCs Important	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Strongly agree	86 (54%)	123 (83%)	131 (63%)	214 (74%)	164 (71%)	176 (81%)	381 (64%)	513 (78%)
Agree	49 (30%)	16 (11%)	53 (25%)	48 (16.5%)	38 (16.5%)	28 (13%)	140 (23%)	92 (14%)
Neither	8 (5%)	0 (0%)	2 (1%)	2 (0.5%)	10 (4%)	2 (1%)	20 (3%)	4 (1%)
Disagree	6 (4%)	0 (0%)	8 (4%)	6 (2%)	8 (3.5%)	2 (1%)	22 (4%)	8 (1%)
Strongly disagree	11 (7%)	9 (6%)	15 (7%)	20 (7%)	11 (5%)	8 (4%)	37 (6%)	37 (6%)

At time 1, 64% of students strongly agreed with the statement about the importance of Grey Crowned Cranes, and at time 2, this increased to 78%.

Protecting Cranes

Students were asked whose job it is to look after wildlife and our nature. They could choose from a number of options.

Who Protects Wildlife	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Local leaders	48 (31%)	4 (3%)	9 (4%)	18 (7%)	30 (13%)	3 (1%)	87 (15%)	25 (4%)
President & Government	54 (35%)	3 (2%)	37 (18%)	8 (3%)	61 (26.5%)	12 (6%)	152 (26%)	23 (4%)
My parents & other adults	3 (2%)	2 (1%)	2 (1%)	6 (2%)	11 (5%)	6 (3%)	16 (3%)	14 (2%)
Vets like Olivier	5 (3%)	13 (9%)	45 (22%)	72 (26%)	18 (8%)	30 (14%)	68 (11%)	115 (18%)
My teacher	2 (1.5%)	1 (1%)	1 (0.5%)	4 (1%)	6 (2.5%)	2 (1%)	9 (1%)	7 (1%)
Everybody	42 (27.5%)	124 (84%)	112 (54.5%)	170 (61%)	103 (45%)	160 (75%)	257 (44%)	454 (71%)

At time 1, 44% of students thought it was the responsibility of everyone to protect wildlife and nature, and at time 2 this increased to 71%. The number of students who thought it was the responsibility of the President, reduced from 26% at time 1 to 4% at time 2.

Protecting Wildlife

Students were asked how important it is to protect wildlife and our environment.

Protecting Wildlife	GS Bisaga Time 1	GS Bisaga Time 2	GS Cyapa Time 1	GS Cyapa Time 2	GS Rwerere Time 1	GS Rwerere Time 2	Total Time 1	Total Time 2
Very important	106 (68%)	119 (81%)	174 (83%)	228 (79%)	196 (85%)	194 (91%)	476 (80%)	541 (83%)
important	38 (25%)	22 (15%)	33 (15.5%)	45 (16%)	24 (10%)	17 (8%)	95 (16%)	84 (13%)
Not important	8 (5%)	4 (3%)	2 (1%)	7 (2%)	8 (4%)	0 (0%)	18 (3%)	11 (2%)
Not at all important	3 (2%)	2 (1%)	1 (0.5%)	8 (3%)	3 (1%)	2 (1%)	7 (1%)	12 (2%)

At time 1, 80% of students thought it was very important to protect wildlife and this increased a little, to 83% at time 2.

When looking at separate schools, for example GS Bisaga, the increase is larger from 68% at time 1 to 81% at time 2. This is likely to be because the information in the workshops was new to the students of GS Bisaga. Nearby the other two schools, we have pre-existing community environmental clubs so the baseline level of knowledge and understanding about the cranes and the environment is likely to be higher.

Actions

Students were asked what they would do if they saw another child trying to take crane eggs or chicks. 69% of students said they would advise or warn the child, 15% said they would report it to the local leaders and 16% said they would both warn and report to the local authorities. These results were similar across the three schools.

The students were asked if they would like to commit to protecting the Grey Crowned Cranes and if so, how would they would help. Each student wrote the pledge in his/her own words. We grouped together similar themes for this report. 585 students made a pledge at the end of the workshop. 60% of those students (349) made a pledge to protect the environment, including the habitat of the cranes. 21% (125) pledged to educate and advise people and report them to the local authorities. 19% (111) pledged to stop activities such as taking eggs, destroying nests or poaching.