

CEPF Final Project Completion Report

Instructions to grantees: please complete all fields, and respond to all questions, below.

Organization Legal Name	<i>Libyan society for birds</i>
Project Title	Awareness of the local communities and decision makers at Tubrk and Ayn Elghazalah
CEPF GEM No.	97
Date of Report	October 2016

CEPF Hotspot: Mediterranean basin

Strategic Direction: SD1: Promote civil society involvement in Integrated Coastal Zone Management to minimize the negative effects of coastal development in three priority corridors (Southwest Balkans, Cyrenaican Peninsula, and Mountains, Plateaus and Wetlands of Algerian Tell and Tunisia), and in 20 coastal and marine priority key biodiversity areas in other corridors

Grant Amount: 8000

Project Dates: Nov 2013 –Nov2016

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

- **Libyan Association for Environmental Protection Tobruq:** logistical coordination of the project in collaboration with colleges and school supervision and follow-up environmental clubs and coordinate with local radio stations to set up two in the radio broadcast about the importance of the region
- **Municipal Council of Tobruq:** Partial financial support, where he covered one of his visits and coordination with local councils
- **Municipal Council of Ain Algazala:** logistical support in terms of the company of the school, located in Ain El Ghazala area coordination as compiled by the people of the region and to clarify the importance of the region and contributed to reduce fishing pressure on the region
- **Faculty of Science University of Tobruq:** Logistical support in terms of providing lecture halls and set aside time for students also contributed to the supervision of the Environmental Club
- **University of Nature Resources in Tobruq:** Logistical support in terms of providing lecture halls and set aside time for students also contributed to the supervision of the Environmental Club

- **Ain Ghazala School:** Logistical support in terms of providing lecture halls and set aside time for students also contributed to the supervision of the Environmental Club

Conservation Impacts

2. Describe how your project has contributed to the implementation of the CEPF investment strategy set out in the ecosystem profile

- Involving civil societies in awareness during the project
- Improve knowledge of civil society and other stakeholders in conservation
- Improve knowledge of local communities about the importance of Ain Elghazala and Marmarica KBA.

3. Summarize the overall results/impact of your project

- 3 environmental Clubs have been created one in Alghazala School and 2 in the universities of Tobruq. Students and teachers are highly interested by this new experience. The club started with 6 students, as well environmental club has been created in universities with 10 student supervised with teachers and monitored by Libya society for environment.
- Raise awareness of local hunters in Alghazala region. A series of meeting with hunters was organized involving the oldest and respectable hunters in the region. The main objective was to elaborate honor charter or convention with committed hunters in the region to organize the hunting sector in the absence of national law
- Raise awareness of decision makers in the region including municipalities about the importance of the nearest KBAs. The importance of a new law for the protection of bird was widely discussed
- Raise awareness of Imams about the richness of KBA and the importance of nature conservation in Islam religion. It was agreed to guide the religious discourse to clarify the risks of hunting

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

List each long-term impact from Grant Writer proposal

The population of Ain Alghazala and Tobruq are aware about the importance of nature conservation. Organize hunters sectors through a national regulation

4. Actual progress toward long-term impacts at completion

Unfortunately the security condition didn't allow us to go forward but we can say we succeeded to achieve some of our expected impacts:

Students adhere to the idea of environmental Club which a good start for environment education. Hunters aim to be organized and support the idea of regulation of the sector.

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

List each short-term impact from Grant Writer proposal

- Create environmental club in the school of Ain Alghazala and Tobruq
- Raise awareness of Imam to nature conservation
- Raise awareness of Decision makers in hunting sector and set up a regulation

5. Actual progress toward short-term impacts at completion

Despite the civil war situation LSB succeed to :

- Create 3 environmental club in one school and 2 universities
- Raise the awareness of 16 hunters in Ain Alghazala and Tobruq about the hunting period;
- Raise awareness of Decision makers locally with municipality and nationally with EGA.

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

- Train hunters and help them for bird identification some of them became passion about birds and learn more about them and some of them decided to reduce hunting.
- The environmental club created are pioneer in the region and was a very successful experience however we still have a gender issue so only man can profit from these club
- Talking about conservation issues in the radio and TV was a new experience and we discovered that a lot of locals aiming to reduce nature destruction
- The deterioration of the security situation impact the project which made the finalization of the project very difficult. Thanks to CEPF to be flexible and allow us to have some activities in save zone in Tripoli.
- The financial crisis experienced by the country and the lack of financial liquidity, which led to delay the implementation of activities
- Inability to transfer funds from outside the country to the banks and this is the reason for the stop and the closure of the project

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

Project Components and Products/Deliverables

Component 1 (as stated in the approved proposal)

List each component and product/deliverable from Grant Writer

Component 1: awareness of the local population in Toubrouk

Product 1.1: the local population are aware about the importance of KBA

- 1.1.1 prepare a meeting with some representative of local population (10 persons)
- 1.1.2 Prepare the plan of the activities and define the priority
- 1.1.3 Prepare the awareness tool
- 1.1.4 Prepare the education tool
- 1.1.5 Implement of awareness plan
- 1.1.6 Implement the education plan
- 1.1.7 Prepare media awareness material
- 1.1.8 Present the material to local media (TV)

8. Describe the results from Component 1 and each product/deliverable
Point 1.1.1 Meetings with 10 locals and we explained for them the idea of the project.



Meeting in Tobruq with local NGOs



1.1.2 Plan of activities has been developed with all priorities defined, and priority has been defined, which was working in parallel line in awareness and working with the old and open minded

and respectable hunters to convince yang hunters to stop hunting at least during April, and to work to prepare Charter of Honour (Metak sharaf).

1.1.3 Some tools has been prepared such as presentations for different stakeholders (universities, schools, hunters). Other tools such posters, and leaflets are not done because of stopping of the project because of the security reasons, this part of these activities has been postponed until the improvement of situation; after that the project activities transferred to Tripoli, but we could not finish and the reason this time was inability of transferring the money to LSB bank account from CEPF.



1.1.4 Some educational materials had been prepared to be delivered to the target groups such as presentations for schools and university

1.1.5 Awareness program delivered partly to the target groups for school and university about the important of waterbirds and important of wetlands.



1.1.6 Partly the program of awareness done we had presentations for the schools and universities, as well as 2 interview in Tubruok radio it was about the important of the area for migratory birds, and the hunting presser that face specially during the migration period. the positive reaction form some locals hunters was good, after that we had meet with some hunters that they hear about the project form the radio.



1.1.7 And 1.1.8 not done because of the security situation in the project site that caused topping of the project for few months after that we changed the site to Tripoli with modification of the components to CEPF to LSB.

Component 2 (as stated in the approved proposal)

Awareness of decision makers about the importance of the site

Product 2.1: decision makers are aware about the important of the site and vale of the biodiversity

- 2.1.1. Prepare a meeting with relevant stakeholder
- 2.1.2. Conduct a discussion of the relevant problems around KBAs
- 2.1.3. Identify areas with weak awareness within stakeholders
- 2.1.4. Prepare a strategic document to document all areas that need awareness raising

9. Describe the results from Component 2 and each product/deliverable

- 2.1.1 The logistic issues has been done by the LSB and our partner Libyan society for protection of environment to meet with different stakeholders in tubrok and AIn alghazalah.
- 2.1.2 Discussions regarding the problems that exist in the sites with some stakeholders conducted with the locals, local council of Ain Alghazalah, university teachers, emems, Decision-makersand Libyan society for protection of environment.
- 2.1.3
- 2.1.4 Dose not prepared because of the reason mentioned in 1.1.7

Component 3 (as stated in the approved proposal)

Contribute to the organization of bird hunt in the KBA

Product 3.1: a plan for organizing the hunters is prepared

- 3.1.1. Conduct a meeting with local stakeholders and experts
- 3.1.2 Evaluate hunt destruction through literature an inquiry of 100 person per KBA
- 3.1.3 Collating results
- 3.1.4 Prepare a plan to organize the period of hunting in Libya
- 3.1.5 Discuss the plan with Environmental General Authority and Ministry of Agriculture

10. Describe the results from Component 3 and each product/deliverable

- 3.1.1 We meet with the stakeholders that identified as a target groups to discuss with them issues related to the project, during this meetings we discussed deferent subjects according to the group. For the hunters we discuss the possibility and the way to reduce hunting, as well as the chart of honor, with the emams and decision makers the discussion was about how we could work in guiding the religion to speak about the hunting and how we could reduce it, and give the subject more interest at the high level.
- 3.1.2 For evaluation of hunt, we distributed 100 questionnaires for hunters and other stakeholders.

- 3.1.3 Questionnaires collected. And been analyses.
- 3.1.4 & 3.1.5 stopped for the reason mentioned in 1.1.7

Component 4 (as stated in the approved proposal)

Alternative resource for local population

Product 4.1: a plan for the development of alternative resources is prepared

- 4.1.1 Meet stakeholders and experts
- 4.1.2 Make an inquiry in local community regarding to their need to exploit the KBA by hunting or using wood
- 4.1.3 Collating results
- 4.1.4 Prepare a plan that document alternative resources to reduce the pressure (hunting) on nature site.

**11. Describe the results from Component 4 and each product/deliverable
Was not done because of the reason mentioned in 1.1.7**

Component 5 (as stated in the approved proposal)

Education in schools

Product 5.1: creation of environmental clubs in schools

- 5.1.1 Meet school director of 3 pilot schools
- 5.1.2 Prepare the programs for the clubs and the material
- 5.1.3 Create one club per school
- 5.1.4. Supervise and manage the club
- 5.1.5 Prepare a document containing all information on the experience and perspectives

12. Describe the results from Component 5 and each product/deliverable

5.1.1 We meet with the directors, one school director at Ain alghazallah it is just the school in the area, we do meet with director of faculty of natural recourses, and director of faculty of Sciences in university of Omar almokthar Toubrouk, we explained for them the idea of the environmental club, and how it will work. They agreed with the idea, they agreed as well that Libyan society for protection of environment well supervise the clubs with help of teachers.

5.1.2 Preliminary program has been prepared which is visiting some important sites for biodiversity especially for waterbirds breeding, as well as celebrating some environmental Occasions.

5.1.3. Two environmental clubs created in the university in 2 deferent faculties one in faculty of natural recourses, and the second one in faculty of Sciences they visit some breeding sites inside Ain algahzallah lagoon during breeding season, as well as celebrating world migratory waterbird day.

5.1.4 as we agreed the supervision of the clubs will be lead by Libyan society for protection of environment, they guild them during some activities such as visiting to the KBA and during the celebration as well.

5.1.5 not done for the same reason mentioned in point 1.1.7

Component 6: Activities allocated to National Assembly to protect the environment Tobruk
Product 6.1: National Assembly to protect the environment Tobruk contribute to the setup of the program

- 6.1.1 Prepare meetings
- 6.1.2. Arrange the meetings sited in activities: 1.1.1/ 2.1.1/ 3.1.1/4.1.1/5.1.1
- 6.1.3. Contribute to the field research.
- 6.1.4. Help LSB in organizing awareness activities
- 6.1.5 Monitor and control the clubs in schools

13. Describe the results from Component 6 and each product/deliverable

14. **Libyan Association for Environmental Protection Tobruq**: logistical coordination of the project in collaboration with colleges and school supervision and follow-up environmental clubs and coordinate with local radio stations to set up two in the radio broadcast about the importance of the region

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

Benefits to Communities

16. Please describe the communities that have benefited from CEPF support

*Please report on the size and characteristics of communities and the benefits that they have received, as a result of CEPF investment. Please provide information for all communities that have benefited **from project start to project completion**.*

Community Name	Community Characteristics								Nature of Socioeconomic Benefit											
	Subsistence economy	Small landowners	Indigenous/ ethnic peoples	Pastoralists / nomadic peoples	Recent migrants	Urban communities	Other*	Size of Community				Increased access to clean water	Increased food security	Increased access to energy	Increased access to public services (e.g. health care, education)	Increased resilience to climate change	Improved land tenure	Improved recognition of traditional knowledge	Improved representation and decision-making in governance forums/structures	Improved access to ecosystem services
								50-250 people	251-500 people	501-1,000 people	Over 1,001 people									

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

Lessons Learned

17. Describe any lessons learned related to organizational development and capacity building.
18. Describe any lessons learned related to project Design Process (*aspects of the project design that contributed to its success/shortcomings*)
The concept of the project is good but we think project period is not enough in another words the activities of the project need more time to work comfortably

The idea of the project is good and doable, but we believe that the period set for the achievement is not enough may be we were ambitious and the security situation was bad.

19. Describe any lesson learned related to project Implementation (*aspects of the project execution that contributed to its success/shortcomings*)
Working with decision-makers and important people is very important to do progress but we needs to coordinate more especially with a partner in the project area.
Must choose a partner in the project area, which have a role and that can influencing the local population.
20. Describe any other lessons learned relevant to the conservation community

Sustainability / Replication

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

Safeguards

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

N/A

Additional Funding

24. 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 CEPF investment

Donor	Type of Funding*	Amount	Notes
Local government	Covering accommodation	500 USD	

** Categorize the type of funding as:*

- 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)*

Additional Comments/Recommendations

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

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.

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