

Youth Think Tank Competition for the EAA Flyway



Youth Think Tank Competition for EAA Flyway Final Report

Instructions: Please complete all fields, and respond to all questions below before 1st October, 2022.

1. Project background information

<i>Project Title: PROJECT LUPAD: Bringing Migratory Bird Conservation to Greater Heights</i>
<i>Country of project implementation: Philippines</i>
<i>Project Location: Buayan, General Santos City</i>
<i>Is it an EAAFP Flyway Network Site (check here)? No. Yes, Name of the Flyway Network Site: NO</i>
<i>Actual Project Start Date: January 31, 2022</i>
<i>Actual Project End Date: May 14, 2022</i>
<i>Project summary (max. 250 words, including background, project objectives and deliverables)</i> Project Lupad was created because of the need to promote awareness about migratory birds at Barangay Buayan in General Santos City. The overall goal of the project is to narrow the knowledge gap on migratory birds by engaging the youth in communication, education, and public awareness (CEPA) campaigns for migratory birds. The project had three phases: head, hands, and heart. We started the Head phase by engaging the youth in an online course about migratory birds which ran for one (1) month; this was done via Google Classroom where we posted learning modules and assessed the participant's learning and via Zoom where we invited speakers to further discuss the topics in the learning modules. The second phase is Hands, where the youth have undergone skills workshops to support migratory bird education and advocacy campaigns. The third phase is Heart, the community engagement caravan where the newly trained youth ambassadors for migratory birds produced their own CEPA materials for the public and the local Buayan community to see. These CEPA materials include infographics, digital arts, powerpoint presentations, and flash cards which were published physically and digitally and translated to English, Filipino, and Bisaya. The specific aims of the project are as follows: 1. enhance the youth's knowledge of migratory birds and their ecology through online lectures; 2. develop the

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youth's skills in making and communicating advocacy or campaign materials for the conservation of migratory birds and their habitats; and 3. raise community awareness about the local issues confronting various wetlands in General Santos City.

2. Project Rationale:

Project purpose:

2.1. *What was your identified 'Project purpose' in your proposal (i.e. what is the problem(s) you want to solve, what was the overall change you aimed to achieve in the project) (Max. 200 words)*

Our project's purpose is to narrow the knowledge gap about migratory birds at Brgy. Buayan by engaging the youth in migratory bird education, skills workshop, and community immersion activities. Project Lupad aimed to address this gap by focusing on youth living in close proximity to Brgy. Buayan. Migratory bird conservation relies on collaboration and coordinated response in the face of such a varied variety of threats. In this project, the knowledge and awareness of the participants about migratory birds and the issues faced were increased through community engagement and public awareness activities. In the first phase, a higher post-test score means the project successfully obtains one of its objectives. Developing youth's skills in making materials were assessed when outputs were published and implemented. After careful checking of the outputs, relevant outputs were published and implemented, thus indicating that youth were able to develop the said skills in creating campaign and awareness materials. Awareness was indicated by the number of people reached by the caravan in the project's third phase. In the third phase, a greater number of people reached meant success in raising awareness of the issue. A virtual learning course, capacity building, and community immersion were conducted for four months. At the end of this project, the proponents desired to achieve a community where the government, local communities, and youth work hand-in-hand in protecting and conserving migratory birds.

2.2. *Describe the new situation (and the change you achieved) you created through your project. What did you achieve in the context of Science, Society, Education, and awareness-raising (Max. 150 words)*

We have contributed in narrowing the knowledge gap about migratory birds and wetlands through the online course which ran for a month and had about 80

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participants. We have also gathered useful scientific data and created CEPA materials in different media which are not readily available to the public, especially those in Buayan. We have also translated these CEPA materials in local languages to be easily understood by the target communities. Secondly, we have successfully capacitated 15 of our fellow youth to advocate for the protection of our migratory birds and wetlands. Finally, we were able to reach our target communities by engaging them in a community caravan held at public spaces and educating them through house-to-house campaigns. Overall, through this project, we were able to successfully achieve our target purpose which is to spread awareness about migratory birds and wetlands and the issues confronting them and to eventually encourage collaboration and coordinated actions by the government, advocates, and the general public for their protection and conservation in Brgy. Buayan, General Santos City.

Project objectives:

2.3 List your 'SMART objectives' again as included in your proposal: (Max. 150 words)

Project Lupad aims to address this gap by focusing on young ambassadors from General Santos City, specifically those living in close proximity to the Buayan coastline. The specific aims of the project are as follows:

1. enhance the youth's knowledge of migratory birds and their ecology through online lectures;
2. develop youth's skills in making and communicating advocacy or campaign materials for the conservation of migratory birds and their habitats; and
3. raise community and public awareness about the local issues confronting the migratory birds and their habitat in General Santos City.

2.4 Did you achieve these objectives? Use your project indicators to describe the progress. (Max. 150 words for each objective)

Objective 1: enhance the youth's knowledge of migratory birds and their ecology through online lectures

Yes, the objective 1 of the project was achieved. Pre-tests and post-tests were used to indicate if the youth participants' knowledge about migratory birds and their ecology were enhanced through the conducted online lecture.

The average percentage score results of pre-tests and post-tests are as follows:

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WEEK 1

Module 1.1 The Ramsar Convention, International Policies and Collaboration

Pre-test: 84%. Post-test: 93.1%

Module 1.2 EAA Flyway Background, Importance, Threats, and Other Flyways

Pre-test: 72.9%. Post-test: 92%

WEEK 2

Module 2.1 Conservation Ecology for Social Good: The Importance of Youth Participation

Pre-test: 54.3%. Post-test: 96.9%

Module 2.2 Conservation of Migratory Birds in the Philippines - Citizen Science Empowerment

Pre-test: 57.3%. Post-test: 82.1%

WEEK 3

Module 3.1 Birds of Prey, Climate Change and Threats

Pre-test: 61.8%. Post-test: 100%

Module 3.2 Role of Wetlands in Climate Crisis and Ways to Protect Them, Sarangani Bay Protected Seascape Protection and Marine Ecosystem, Sustaining Life and Livelihood

Pre-test: 71.4%. Post-test: 99.5%

WEEK 4

Module 4 Migratory Birds in the Philippines and Urban Birding, Migratory Birds in Region XII: Birdwatching and Bird Photography

Pre-test: 80.5%. Post-test: 83.5%

TOTAL: Pre-test: 68.69%. Post-test: 92.44%

There is an evident increase to 92.44% in the percentage scores indicating a substantial improvement of knowledge of the youth after the synchronous and asynchronous learning activities.

Objective 2: develop the youth's skills in making and communicating advocacy or campaign materials for the conservation of migratory birds and their habitats

Yes, the objective 2 of the project was achieved. After the first phase, 15 participants were chosen to participate in the training workshop that is needed for the next phase. The Skills Workshop and Community Field Immersions covered

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topics such as birdwatching, bird spotting, bird photography, graphics editing, digital content creation, creative/formal writing, and public speaking given by different speakers.

Participants were divided into 3 groups and each group created Communication, Education, and Public Awareness materials as an output for their skills workshop. Each group made three CEPA materials, the first one is about conservation of migratory birds, the second is about conservation of wetlands, and lastly, the migratory birds which may be found in Buayan, General Santos City. The first two materials also have an English translation and a Filipino translation. The materials will be shown along with this file.

Objective 3: raise community awareness about the local issues confronting various wetlands in General Santos City

Yes, the objective 3 of the project was achieved. As part of the Phase 3, a house-to-house information dissemination was conducted in Buayan, General Santos City. Participants visited the area and presented the CEPA materials that they have created during the Phase 2. A total of more or less 30 households were visited. An estimated number of 200 individuals, including children and adults, were informed of the existence of migratory birds in the mudflats of Buayan and how to protect them.

During the culmination program, an exhibit was done in a local mall regarding the migratory birds and wetlands conservation. The CEPA materials made by the participants were displayed within the mall. The participants were able to explain to the passersby and mall-goers the importance of conserving migratory birds and their habitat. Based on the attendance sheet, there are about 150 people who viewed the exhibit.

Project activities and deliverables:

2.5 List your activities from your proposal. date, target audiences, number of participants respectively, etc. You can include photos or links of videos. (Max. 150 words for each activity)

Activity 1.

Phase I of the project entailed a short online course via Google classroom for four (4) weeks where participants can read the learning materials, complete the pre-tests

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and post-tests, and answer assessments after reading the material with a target audience of 50 participants. A total of 79 participants signed up for the short online course through Google classroom. This is followed by synchronous sessions held through Zoom every Saturday with four sessions having two esteemed speakers per session. On February 16, 2022, an orientation for all participants in the short online course was held. Synchronous sessions with a target audience of 30 participants were conducted last February 19, February 26, March 5, and March 12, 2022. The initiative had between 30 to 70 participants, exceeding this goal.

Participant's Virtual Orientation:

https://m.facebook.com/story.php?story_fbid=429518988885751&id=165363611967958

Synchronous Session 1:

https://m.facebook.com/story.php?story_fbid=432158078621842&id=165363611967958

Synchronous Session 2:

https://m.facebook.com/story.php?story_fbid=437180561452927&id=165363611967958

Synchronous Session 3:

https://m.facebook.com/story.php?story_fbid=442205770950406&id=165363611967958

Synchronous Session 4:

https://m.facebook.com/story.php?story_fbid=446979720473011&id=165363611967958

Activity 2.

Out of the total 79 participants from Phase I, 15 excelled and were selected to move on to next phases of the project. Phase II offered a face-to-face skills workshop and field immersion last March 19 to 20, 2022. Public speaking, scientific writing, graphic design, bird photography, and birdwatching techniques are among the topics covered in the skills workshop on the first day. This is to enhance the skills of the participants, enabling them to effectively advocate. Field immersion on the second day began at dawn with a trip to the Buayan wetlands for a bird watching activity. The participants used the monoculars, binoculars, and spotting scopes purchased by the project team. This is for them to see some of the

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migratory birds in General Santos City, observe the situation, and assess where they could help in conserving these organisms.

Skills Workshop:

https://m.facebook.com/story.php?story_fbid=451799163324400&id=165363611967958

https://m.facebook.com/story.php?story_fbid=451801763324140&id=165363611967958

Field Immersion:

https://m.facebook.com/story.php?story_fbid=451810663323250&id=165363611967958

Activity 3.

Phase III entailed a community engagement caravan and exhibit together with the project team and 15 participants from the previous phases. An exhibit at Veranza Mall of General Santos City was launched last May 8, 2022 showcasing the communication, education, and public awareness (CEPA) materials created by the 15 participants. Entertaining activities like face painting, bird painting, photobooth, and exciting games about migratory birds were there. There were approximately 200 people that visited the exhibit. Additionally, a community engagement caravan was held last May 14, 2022, during which the team did a house-to-house campaign in Barangay Buayan, informing the locals about the migratory birds in the area and their roles in safeguarding them. CEPA materials were also distributed. The caravan was a success visiting approximately 150 houses.

Exhibit:

<https://fb.watch/fS2cbqjwQ/>

https://m.facebook.com/story.php?story_fbid=488470126323970&id=165363611967958

Community Engagement Caravan:

<https://fb.watch/fS2deFXrgg/>

https://m.facebook.com/story.php?story_fbid=494506912386958&id=165363611967958

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2.6 List and describe the project deliverables, such as publications, materials developed, and multi-media materials such as photos and videos, you can submit the digital materials as attachments in session 5.

CEPA materials that have been created by the participants were displayed during the exhibit and distributed during the community engagement caravan. Tarpaulins and brochures about migratory birds in three different languages (English, Filipino, and Cebuano) were produced. Tarpaulins identifying migratory birds found in General Santos City were also made. Flashcards about migratory birds name, scientific name, and description were also produced. Excess copies of these materials were kept by the team to be used in the future projects of the organization, particularly the upcoming World Migratory Bird Day. Moreover, the team intends to produce more copies to be distributed in other areas in the city.

Video Produced by the Project Lupad Team:

<https://fb.watch/fS6NOuq0WQ/>

3. Lessons learned

3.1 Describe what worked well in your project (Max. 150 words)

We were able to invite experts in migratory birds and wetlands conservation both local and international to lecture specific topics to the students. It worked well knowing that after assessing the youth participant's pre-test and post-test activity, there has been an increase in their knowledge about the migratory birds in the locality and ways to conserve the wetlands that are home to these birds. By assessing as well their assignment output in the google classroom, we were able to evaluate how the team addressed the knowledge gap from before the online class compared to after online class. Given the funding, our project has given participants enough tools and equipment for bird watching activities, exhibit of CEPA materials during World Migratory Bird day and door-to-door campaigns in residences near the site to fully utilize their talents and experience in spreading local awareness about migratory birds in General Santos City.

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3.2 Describe what didn't go so well in your project, and how you addressed the challenges you encountered. (Max. 150 words)

Initially there were only a few interested participants who pre-registered for the short online course. In the process of producing projects such as local awareness and the like, it can be challenging to promote our objectives to the general public. This is made more difficult by the fact that the local residents do not really pay attention to these issues due to the knowledge gap that needs to be cleared. Migratory birds and wetlands conservation is an uncommon knowledge to the people we are promoting, the team should be able to pull off their interest in order to address the objectives of the project. The team was able to address the challenge by reaching up more participants in social media, inviting international speakers for the lectures, and providing enough resources for the activities in order to pique their interest to engage in the project and future activities of the project.

3.3 If you have a chance to improve your project, what would you do? (Max. 150 words)

The team would like to buy more time to promote the goals of the project so that not just the people we reached out in social media and our youth ambassadors would be able to upbring the awareness and knowledge but also all the constituents of the whole General Santos City. The team would like to hold a face to face setup of the course on Migratory birds and Wetlands conservation because communication and acquisition of the science behind in that manner heightens more the curiosity of learning. We could also run the exhibit for a long duration (for instance one month) so that it would reach more audience who come to the mall everyday. Since our area is not a flyway network site, projects would lean on creating different kinds of CEPA materials not just flashcards and information tarpaulin but many more varieties of information materials.

3.3 Do you have any future plan developed from this project? If yes, please briefly tell us how you would sustain the project. (Max. 150 words)

The organization plan to establish a school club or community club that will be composed of youth and adults that will help champion environmental education of migratory birds conservation and wetlands protection. They will be in charge of continuing the work and advocacy for the communication, education, and public awareness initiatives (CEPA). This will bridge the gap in the lack of education, awareness and knowledge about wetlands and migratory bird conservation. This will involve the people in the community in creating science materials and information. Truly, for the community to be involved we need to include them in solving the problem and issues that the community faced. We should know their background like culture, practices and understand them, to make solutions and interventions that will benefit the community, and the environment.

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4. Financial Report -

4.1 Fill in the form of table to show the actual project expenses

	Items	Unit	Amount (USD)
1. Transportation	Phase II site visit Phase II transportation Phase III transportation	1 unit 3 units 3 units	220 USD
2. Equipment	Spotting Scope Binoculars Spotting Scope Stand Storage Box	6 pcs 3 pcs 5 pcs 1 pcs	585 USD
3 Activity materials	Photo Paper Zoom Rental School Supplies Health Kits ID Cards and Sling Participants Kit Wood Stands	10 bundles 1 account 100 pax 60 pax 60 pax 21 pcs.	515 USD
4. Venue booking	Phase II Venue Booking Phase III Venue Booking	1 day 1 day	1000 USD
5. Deliverable production	Tarpaulin (CEPA) Bird Flash Cards Sintra Boards Photographs Paintings Materials	21 pcs 30 pcs 20 boards 4 sets	500 USD
6. Others – specify	Speakers Token Prizes Editors Fee	8 pax 3 groups 1 pax	260 USD
		Total (USD)	3080 USD

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4.2. Did you get funding of financial resources to continue this project?

- Yes
 No

5. Attachments

Links of a shared folder of your project's digital deliverables (photos and videos could be shared as zip files)

Link: <https://bit.ly/ProjectLupadCEPAMaterialsandDocumentation>

Link of project video in mp4 format (3-5 mins, this video will be shared publicly)

<https://fb.watch/fXSbcHVhgg/>
<https://fb.watch/fXWQZASZp5/>

6. Declaration

Click the boxes below if you agree:

- Consent to disclosure of personal information: The project team's personal information (such as contact information) will not be publicly disclosed, but will be disclosed to the judging panel for review.
- Consent to the permission of the use of project-related materials to EAAFP: The project team agreed to grant the EAAFP Secretariat free access to any project materials developed under the Youth Think Tank Competition for the EAA Flyway. Ownership of the materials still belongs to the project team.
- I confirm the truth of all statements made by me in this report, and agree to all the terms, conditions, responsibilities, and obligations as set out above.

Name of Team leader: KYLE V.
ABOY
Name of Team: Team Lupad
Date: October 4, 2022

----- end of report -----