

## Final Evaluation Report

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| Your Details               |  |
|----------------------------|--|
| <b>Full Name</b>           | Beby Holinirina Rabemananjara  |
| <b>Project Title</b>       | Changing behaviours towards problematically perceived species – Evaluation and transfer of participatory education interventions about the Aye-aye in Madagascar |
| <b>Application ID</b>      | 39070-1  |
| <b>Date of this Report</b> | 02/28/2024   |

**1. Indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.**

| Objective  | Not achieved | Partially achieved | Fully achieved | Comments   |
|--|--------------|--------------------|----------------|--|
| Re-conducting of 400 interviews                                  |              |                    |                | After implementing three educational interventions in Makira Natural Park, we conducted 400 post-interviews to assess changes in knowledge, perceptions, and attitudes towards the aye aye. The interviews were conducted 1 year after the implementation of the interventions.  |
| Evaluation of three educational interventions                    |              |                    |                | In order to determine the most effective educational interventions, we conducted post-interview evaluations. We considered interventions that focused on knowledge, emotions, and attitude change. Four treatments were evaluated: knowledge-based, experience-based, a combination of the two, and a control site.  |
| Transfer of the most effective education intervention in 3 sites |              |                    |                | We interviewed over 400 people aged 12 or older in 21 villages near three protected areas in Madagascar. These are Manombo classified forest in the southeast of Madagascar, Maromizaha park in the east and Marojejy National Park in the northeast. Subsequently, educational interventions were conducted with around 830 participants. The transfer intervention was based on the "conceptual change approach" and focused on relational aspects (benefit derivation) to address the emotional attitude component. |

**2. Describe the three most important outcomes of your project.**

- a). Strong community "knowledge" improvements in cognitive attitudes (particularly risk perception) and knowledge parameters.
- b). Experienced treatment did not "outperform" other treatments in any attitude component.
- c). Emotions were better improved by a combined treatment than by experience or knowledge treatments alone.

**3. Explain any unforeseen difficulties that arose during the project and how these were tackled.**

Organising the education intervention in certain regions proved challenging due to the community's work schedules. In response, we coordinated the activity timeline with the community and received valuable assistance from the local chief.

**4. Describe the involvement of local communities and how they have benefited from the project.**

Local communities gained awareness about the fear of the aye aye and learned about the ecological benefits of the aye aye in their clove trees through their involvement in the education intervention.

**5. Are there any plans to continue this work?**

In some regions of Madagascar, killing the aye aye to avoid bad omens is still practised. This project to educate people about the importance of protecting this animal is currently limited to four sites, but there are plans to expand the programme to other areas of Madagascar. Additionally, guidelines will be provided to address all animals that are facing similar problems.

**6. How do you plan to share the results of your work with others?**

The results of our study will be shared through paper publications and conferences. Some findings will be presented at the Student Conference on Conservation Science in Cambridge from March 26 to 28, 2024.

**7. Looking ahead, what do you feel are the important next steps?**

In the near future, it is important to conduct a post-evaluation of the transfer study, publish the research results, and create an educational guide for NGOs and communities involved in wildlife conservation efforts.

**8. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the Foundation receive any publicity during the course of your work?**

During our visit to each village, we shared posters that included the Rufford Foundation logo. When presenting to local authorities, we made sure to acknowledge and mention the foundation.



Photo: Poster that we share during the post evaluation in Makira

**9. Provide a full list of all the members of your team and their role in the project.**

**Beby Holinirina Rabemananjara:** is a PhD student from the Doctoral School of Natural Resource Management and Development (ED GRND) at the University of Antananarivo in Madagascar. Her PhD project is focused on evaluating different education interventions to change perceptions and attitudes towards the

Endangered Aye-aye in Madagascar. She has been working as lemur conservation educator and database manager of the lemur portal project within GERP association, a group of lemur study and research in Madagascar.

**Christof Bodenbug:** He is PhD student at the University of Hildesheim and helped with data collection and preparation of fieldwork materials. He is experienced with the analyses of interview data on ecosystem services from the study region.

**Hantanirina Rasamimanana:** She is a professor at the “École Normale Supérieure”, the teachers' training arm of the University of Antananarivo. She is a lemur expert and is Malagasy author and leader of the education component of the Ako Project of stories and posters with Alison Jolly. She is one of my PhD supervisors and is fully evaluating the conduct of the project. She supervised my fieldwork in SAVA region.

**Doménico Randimbiharinirina:** He has conducted preliminary interviews in the study region and is an expert for Aye-aye ecology and conservation. He helped on the preparation of the fieldwork in Makira.

**Herindrainy Davidson Hajanantenaina:** He is the responsible of environmental education at GERP. He is an illustrator and video maker. He created comic books and video for conservation education. He produced video for aye aye education and let us to use the video for the project.

**Dominik Schübler:** He is PhD student and research associate at the University of Hildesheim and conducted the preliminary study, which led to the development of my PhD project. His preliminary study and experiences from the region helped to design the intervention materials.

**Torsten Richter:** He is senior researcher at the University of Hildesheim and one of the supervisors of this project. He has experience with interviews and impact evaluation in Madagascar and the context of human dimensions of wildlife (Richter et al. 2015).

**Anke Meisert:** She is Professor at the University of Hildesheim and experienced in education scientific studies and impact evaluation. She already provided guidance on the design of the interviews and interventions.

**Jonah Ratsimbazafy:** He is the president of the Malagasy NGO GERP and will provide logistical support for the two parts of the study, as the second part will be in conducted in existing project sites of GERP.

**Erik Patel:** a conservation and research director at Lemur Conservation Foundation. He has been working in northeastern Madagascar in Marojejy National Park since 2000, and Louis Joxe Jaofeno who is the Madagascar Program Manager of Lemur

Conservation Foundation in Sava region. They helped in logistical organisation and the guidance during the fieldwork in Marojejy.

**Faly Nambinina Ranaivoarisoa:** He is the coordinator of Manombo project within GERP association. He helped with data collection and logistical organisation of the project in Manombo.

**Volana Raveloson:** She is the manager assistant of Maromizaha protected area. She helped with data collection and logistical organisation of the project in Maromizaha.

**Fenobe Christian:** He is a local guide in Manombo and helped in local dialect translation.

**Xavier Mamizara :** He is a local guide in Makira Natural Park and help in local dialect translation.

**Jacques Harison:** He is a local guide in Marojejy National Park and help in local dialect translation.

## **10. Any other comments?**

During our recent fieldwork in northeastern Madagascar, a local community killed an aye aye due to the belief that it brought bad luck if left alive. Fortunately, with the help of The Rufford Foundation, we are now able to educate people and correct this misconception towards the aye aye.







