

ETHIOPIAN WILDLIFE AND NATURAL HISTORY SOCIETY

Kafa Biosphere Reserve Rangers Training Report



Prepared by
Tadesse Hailu
Geremew Gebreselassie
Yilma Dellelegn

July 2011
Addis Ababa, Ethiopia

Table of Contents

	page
1. Introduction	2
2. Teaching methods	4
3. Participants	5
4. Challenges	6
5. Conclusion and Recommendations	7
6. Annexes	8
1. Tests Evaluation	
2. Test Results	

Introduction

Within the framework of the "Climate Protection and Preservation of Primary Forests" project whose primary goal is the protection and sustainable use of the remaining afro-montane cloud-forests, NABU (The Nature & Biodiversity Conservation Union) has employed a ranger force of 30. By and large, the group of 30 students were adult learners who have served for a number of years in their field in way stations in various Woredas/Districts/ of Kafa Zone. Almost all had to a greater or lesser extent some experience in natural resource management and/or rural development. It appears that all had served as development agents (DAs) in the 10 Woredas represented. Observation from the beginning showed that the selected students were motivated and eager to learn. The 30 rangers (25 male and 5 female) will support the management of Kafa Biosphere Reserve as well as the implementation of the project's components. These rangers have been selected from 10 Woredas in the Zone and were given prior training for a period of one month in the Zonal town of Bonga. EWNHS was commissioned to carry out the training of employed rangers in the areas of Biodiversity, Fauna and Flora Monitoring, Environmental Awareness, Ecotourism and Tour Guiding for a period of 12 days (1-12 July 2011). Under the agreement, EWNHS was required to prepare and submit training plans and modules, organising the training process, provide handouts both to NABU office and trainees, deliver the training, test trainees and submit reports with recommendations on future training possibilities. EWNHS deployed three of its staff namely Ato Tadesse Hailu, Ato Geremew G/Selassie and Ato Yilma Dellelegn to act as trainers for the various subject areas. Accordingly Ato Tadesse was responsible for Biodiversity and Monitoring, Ato Geremew on Environmental Awareness while Ato Yilma took over Ecotourism and Tour guiding subjects. Training materials were screened carefully from a wide spectrum of sources and customised to fit the basic needs of the trainees. To a large extent, assigned number of days for delivering the subjects, the experience and learning ability of the participants was taken into consideration. With regards to learning ability, interest

and retention of new subject areas by students, it was made sure that the



Figure 1. Though under threat, the forests of Kafa are one of the few remaining

preparation entailed information that would be neither too technical nor too elementary. It was necessary however to treat participants as novices to the subjects even if there could have been some that already know about some aspect of the subject matter. As a result training modules represent a basic but at the same time a strong basis for students that are beginners in

areas of nature conservation. Trainers chose to deliver the subjects in a systematic approach where one instructor was responsible for a morning or afternoon session. If one instructor delivered a subject in the morning another would take over the afternoon session. This procedure allowed the instructors to interact with the students with a fair regularity and gave chance to complete the subject matters with the time frame given. This system also formed a basis for providing a non-monotonous learning process where the students would be interacting with the instructor and the rest of the class. Each session had a 30 minutes coffee break and subjects were delivered using Power-Point presentations.

This final report provides a summary of the experiences, findings, challenges, and recommendations of the training assignment that was especially prepared for Kafa Biosphere Reserve Rangers in Kafa Zone, Southern Nations Nationalities and Peoples Regional State.

Teaching methods

The approach and methods of transmitting/imparting knowledge to others is most often quoted as one of the critical elements in the teaching/learning process. Instructors are usually praised or blamed for the methodology they adopt and execute. All instructors for this training were aware of the constraints of dealing with adult learners and the



Figure 2. Trainees receiving instructions before being dispatched into the forest during one of the practical sessions

need to adopt teaching materials and methods to suit participants. They have also contemplated the threat of over-simplification of subject matter over time allotted plus the level, interest and age of participants. It was appreciated from the start that simplifying the subject matter to a stage where it becomes too

elementary and watered down will hold no value to the participants. As a result, “*balance*” was the main theme while preparing teaching materials and methods for the Kafa Biosphere Reserve Rangers at Bonga. To achieve balance, we concentrated in preparing lecture notes that covered a broad spectrum of ideas and included a plethora of basic and practical lessons. To maintain interest and sustain learning capacity, all instructors made use of interactive methods during class activities. Interactive sessions included group work activities where students were given topics to discuss upon and present to the plenary. Environmental Awareness sessions included debates and dramas. Besides lectures and class activities, the trainees were taken to the surrounding forest for on-hand practical field work, including identification of flora and fauna.



Figure 3. Trainees during group work



Participants

By and large, the group of 30 students were adult learners who have served for a number of years in their field in way stations in the Woredas. Almost all had to a greater or lesser extent some experience in natural resource management and/or rural development. It appears that all had served as development agents (DAs) in the 10 Woredas they represented. Observation from the beginning showed that the selected students were motivated and eager to learn.

Challenges

The training hall was by no means conducive for the teaching - learning process. Some of the problems include:

- **Noise and disturbance:** The venue is situated in the middle of Bonga town. Noise and sound from pedestrians and vehicles (especially on market days) was distracting. The city council was also constructing structures in the back of the hall and the noise from construction and workers was a nuisance.
- **Discomfort from unpleasant odour in the yard:** The city council uses the yard for temporarily apprehending untaxed livestock for sale in the town. The animals are tied to posts in the yard, resulting in unpleasant smell released from their droppings.
- **Absence of any form of sanitary facility:** The venue had absolutely no any form of sanitary facility whatsoever. While the students were very orderly and did not fuss about it, one can imagine how difficult it is to keep 30 odd students in one room for long periods of time without their urge to relieve themselves, thereby disturbing the learning process. It is naturally quite difficult to concentrate on lectures when there is an urge to go to a latrine.



Figure 4. Though the teaching venue was not convenient, trainees were very enthusiastic

Hall was too small therefore congested: While the hall appeared to be constructed fairly well, it was too small for 30 students. To compensate for the size, seating arrangements were very close to each other. This meant that students were too close to each other than necessary. The congestion created rising room temperatures making students drowsy and sleepy. Warm days were worse with more students

falling becoming too drowsy to listen to lectures. The close arrangement of the chairs also meant that note-taking in particular was hampered.

- **The training time was too tight:** The trainees had very little time for rest and recuperation from earlier courses. A day between the end of lectures and the exam would have given the students at least a day to study for tests.
- **The difficulty of balancing theoretical and practical sessions:** theoretical and practical sessions were not balanced. There was a bias towards covering class lectures in the allotted time.

Conclusion and Recommendations

The training was by and large accomplished successfully despite being too tight. There was haste from day one to complete the training on time. While the trainees were highly motivated and very eager to learn, they believe there should have been at least a day before and a day after the main training days to give the trainers time for orientation and introduction. When asked about their expectations, the trainees were under no illusion about the challenges ahead. During the training sessions the trainees often used to pose a number of practical questions in anticipation of the challenges they could face in their localities. From what we all know Ethiopia's remaining cloud forests are under serious threat from both local and external factors. Locally, because of demand for land,

encroachment on the natural forest is growing. On the other hand, large areas of forest lands are being converted into commercial coffee farms by investors, while request from similar prospective investors is said to be on the rise. It is against these realities on the ground that these young rangers are called to shoulder huge responsibilities.

The effective running of Kafa Biosphere Reserve is an exemplary project that is meant to save the remaining Afro-montane cloud forests of Ethiopia. There must not be any room for failure regarding this project. Failure is simply not accepted. The success of the project and its sustainability depends hugely on maintaining what has been achieved so far, including creating conducive working environment for the rangers who are on the forefront of the challenges.

To keep the momentum of this venture, the following recommendations are made. The first, which is of immediate priority, is capacity building. The trainees should get more exposure through tailor made training courses that would have more relevance to their job. Most of the trainees are young and have limited experience. They should therefore be exposed to courses such as plant taxonomy, mammalogy, bird identification, forest management, data collection and resource inventory, social survey methods including questionnaire preparation and gathering of information, PR and communications, and working with computers. The second recommendation is concerned with medium and long term development of the bio-sphere reserve that will provide various services including ecological research. It must also serve as Enviro-Camp, particularly for youth environmental education program, and the public at large, so that citizens have the opportunity to be more close to pristine nature. It could also serve as centre of excellence for revitalizing local tourism, with specific focus to promote eco-tourism.

On the other hand, the instructors believe that there should have been a stronger practical session for covering aspects of fauna and flora monitoring and tour guiding. Moreover, in the future more time should be allotted to courses that would have more relevance to the students. It would also be good to include field visits in future training programs, to other areas of the country, like national parks and reserves so that trainees could get first-hand experience and exposure of work being done outside their usual areas of work.

Annex 1: Tests

Ethiopian Wildlife & Natural History Society

1. Test on Biodiversity for KBR Rangers

Date: 12th July 2011
Time allocated: 1 hour

Name: -----

I. Encircle on the letter of the correct answer

1. The term 'Biodiversity' encompasses:
a/ Non-living things b/ Climate c/ Fauna & Flora d/ a & c.
2. Which one of the following is a seed-bearing plant?
a/ *Podocarpus falcatus* b/ Fern c/ Liverwort d/ Algae
3. The term 'flora' means:
a/ Animal life b/ Plant life c/ a & b d/ None of the above
4. Enclosed seeds refer to which of the following?
a/ Bryophytes b/ Angiosperms c/ Gymnosperms d/ Pteridophytes
5. An agro-climatic zone of Ethiopia that lies between 1500 and 2300 meters above sea level is: a/ Kolla b/ Dega c/ Woina Dega d/ Wurch
6. Which of the following are indigenous plants of Ethiopia?
a/ *Olea europaea* & *Millettia ferruginea* b/ *Pinus patula* & *Delonx regia*
c/ *Grevillea robusta* & *prosopis juliflora* d/ *Acacia decurens* & *Acacia melanoxylon*
7. Which of the following tree species occurs in at least two Agro-ecological zones?
a/ *Celtis Africana* b/ *Hypericum revoltum* c/ *Erica arborea* d/ None
8. One of the following is a collective name for non-back boned animals
a/ Vertebrate b/ Invertebrate c/ Reptile d/ annelid
9. Wildlife is defined as:
a/ Free ranging vertebrates in their naturally associated environment,
b/ Free ranging invertebrates in their naturally associated environment
c/ Free ranging vertebrates & invertebrates in their naturally associated environment,
d/ All larger mammals in the wild.
10. Which one of the following non-back boned animal has four pairs of legs?
a/ Spider b/ Butterfly c/ Bee d/ Crab
11. Primitive egg-laying mammals are called

- a/ marsupials b/ monoterms c/ sharks d/ primates
12. Biotic resources are
a/ renewable resources b/ non-renewable resources c/ non-living resources
d/ combination of a & b.
13. The recreational value of wildlife includes
a/ photo-safari b/ wildlife viewing c/ sport hunting d/ all
14. One of the following reasons is not applicable to wildlife population decline
a/ Sport hunting b/ unwise of the land c/ indifference & hostility towards wildlife
d/ changing wildlife habitat
15. A complex biotic community that occupies a particular area when combined with the
interwoven non-living part of the environment form
a/ Ecology b/ Ecosystem c/ Community d/ All

II. Match the following & write the corresponding letter on the space provided

- | | |
|-------------------------------------|--------------------------------|
| ----- 1. <i>Podocarpus falcatus</i> | A. Protected Area |
| ----- 2. Invertebrate | B. Common Baboon |
| ----- 3. Seed-bearing | C. Naked seed |
| ----- 4. Exotic plant | D. Carnivora |
| ----- 5. Animal life | E. <i>Prunus persica</i> |
| ----- 6. Indigenous plant | F. Four-legged |
| ----- 7. Plant life | G. <i>Millettia ferruginea</i> |
| ----- 8. Abiotic resource | H. Flora |
| ----- 9. Endemic tree of Ethiopia | I. Cat family member |
| ----- 10. Lion | J. Local extinction |
| ----- 11. Hyaena | K. Air |
| ----- 12. Primate | L. Butterfly |
| ----- 13. Kafa Biosphere Reserve | M. Blue monkey |
| ----- 14. Ticks | N. Hot-blooded |
| ----- 15. Birds | O. Fauna |

Ethiopian Wildlife and Natural History Society

2. Environmental Education and Awareness Test for Kafa Biosphere Reserve Rangers

Date: 12 July 2011
Time allocated – 1 hour

Name: _____

I – Multiple Choices (20 pts)

1. One of the followings is not part of the physical environment
a) Soil b) water c) Termites d) none
2. People who are preservationists can also be called
a) Anthropocentric b) Environmentalists c) Eco-centric d) None
3. The first Environmental Conference is called
a) World Summit on Sustainable Development b) UN Conference on the Human Environment
c) UN Conference on Environment and Development d) None
4. Which of the followings is not applicable to Environmental Education?
a) EE is a life long process b) EE empowers people c) EE advocates for development at any cost
d) EE is education for survival
5. Silent Spring was written by a) Mahatma Ghandi b) Wangari Mathai c) Gro Harlem Brundtland d) None

II – Write T for True and F for False (30 pts)

1. ____ The report of the World Commission on Environment and Development is called Sustainable Development.
2. ____ DDT was first banned in Mexico.
3. ____ The United Nations Environment Program was launched in 1972.
4. ____ The three goals of Environmental Education were identified at the Stockholm Conference.

5. ____ Citizens who use their democratic power to protect the environment are called 'green citizens'.
6. ____ Environmental skills help to understand the environment and its challenges.
7. ____ As a hand on experience activity 'Enviro-Walk' is organized for industry managers and senior officials.
8. ____ The Environmental Education program of Ethiopia was launched with the collaboration of SIDA and the Federal Environmental Protection Authority of Ethiopia.
9. ____ The Kafa Biosphere Reserve is suitable for 'Enviro- Camps'.
10. ____ Environmental education helps people to enhance their problem solving skills.

III – Fill the right answer in the space provided (30 points)

1. The development approach that harmonizes development with environmental protection is called _____.
2. The United Nations Conference on Environment and Development is also known as _____.
3. _____ enables every member of our Society to learn about the principle of sustainable development.
4. Three of the five components of Environmental Education are a) _____
b) _____ and c) _____
5. The most serious environmental problem in Ethiopia is _____.
6. Environmental Education first started as a pilot project at _____ TTI.
7. The action plan for sustainable development was developed at the conference held in the city of _____.
8. The total area of Kafa Biosphere Reserve is _____ hectares.
9. Three important activities which help school children and the youth to grow as environment friendly citizens are a) _____ b) _____ and c) _____
10. _____ is the concern for the environment, and the motivation to improve or maintain environmental quality.

Ethiopian Wildlife & Natural History Society
3. Kafa Biosphere Reserve Rangers Training Test on Ecotourism

Name _____

Date: 12th July 2011
Time allocated: 1 hour

I. Underline the best choice as an answer to the given questions (30 points)

1. Ecotourism is also known as:
a). Nature tourism b) Sustainable tourism c). Nature-based tourism d). b & c

2. Ecotourism is the interaction between:
a). culture, wildlife & visitors b). Local people, environment & visitors c). Nature/ society & Tourists d) none

3. At its heart, Ecotourism has the principle of:
a). sustainability b) responsible travel c). Sustaining local economies d) all

4. Ecotourism as an activity is
a). well-developed b) growing slowly c). Depreciating d) none

5. Visitors to a destination should:
a). Despise cultures b). Respect cultures c). be on their own d) collect plants

6. The first step in strategic planning for Ecotourism is:
a) Visitor monitoring b) infrastructure design c) zoning d) developing revenue mechanisms

7. The most important aspect of zoning for visitor use is:
a). Understanding the visitors' needs b) Making sure the local people get revenues
c) Establishing management objectives and priorities d) Training of nature guides

8. Mass tourism differs from Ecotourism mainly because it:
a) Favours nature-based activities b) Promotes conservation c) is large scale and pays no attention to sustainability d). is small scale

9. Ecotourism can be promoted if we:
a) Develop top down approach b) develop partnerships c) work alone d) work with government only

10. Ecotourism mostly fails because of :

- a) low investment b) poor planning c) low revenue d) b & c

II. Read the following statements and decide the best answer by encircling T (true) or F (false). (30 points)

- | | | |
|---|---|---|
| 1. Ecotourism is a relatively new concept that is still developing. | T | F |
| 2. Ecotourism is not a nature-based activity. | T | F |
| 3. Hector Ceballos-Lascurian was the first person who popularised Ecotourism. | T | F |
| 4. Ecotourism is unsustainable and at most disrespectful. | T | F |
| 5. Sustainable tourism is another name for Ecotourism. | T | F |
| 6. Mass tourism has been replaced by ecotourism at the moment. | T | F |
| 7. Beach tourism is another form of Ecotourism. | T | F |
| 8. Maintaining biodiversity is an important principle of Ecotourism. | T | F |
| 9. Ecotourism and sustainable development do not share commonality. | T | F |
| 10. Ecotourism can be effective when we consider local cultures and people. | T | F |

III. Match the following & write the corresponding letter on the space provided (20 points)

- | | | | |
|---------|---------------------------|---|--|
| _____ 1 | A principle of Ecotourism | A | Meets the needs of tourists and host regions |
| _____ 2 | Local people | B | 1983 |
| _____ 3 | Sustainable Tourism | C | Maximise benefits |
| _____ 4 | Strategic planning | D | Educating the traveller |
| _____ 5 | Hector Ceballos-Lascurian | E | Critical if ecotourism is to succeed in the long-run |

Ethiopian Wildlife & Natural History Society

4. Kafa Biosphere Reserve Rangers Training Test on Tourist Guiding/Bird identification Course

Name: _____

Date: 12th July 2011

Time allocated: 1 hour

IV. Underline the best choice as an answer to the given questions (30 points)

1. Guiding visitors is:
 - a. A new phenomenon (b). An ancient practice (c). as old as the human race d. none of the above
2. Tourist guiding developed with the onset of:
 - a. Ecotourism (b). Mass tourism (c). Nature tourism (d). none of the above
3. A tourist guide should be credible means that he/she should be:
 - a. Respectful (b). Incredible (c). reliable (d) creative
4. The most unique attribute of birds is:
 - a. Flight (b). Flight and egg-laying (c). Feathers (d). feathers, flight and eggs-laying
5. The first step to bird identification is learning:
 - a. Bird calls (b). Family characteristics (c). Note-taking in the field (d). bill/leg sizes

V. Read the following statements and decide the best answer by encircling T (true) or F (false) (40 points)

- | | | |
|---|---|---|
| 11. Tourist guiding not indispensable to Ecotourism activities. | T | F |
| 12. A tourist guide is prepared to learn and share knowledge all the time. | T | F |
| 13. As long as one can speak a foreign language, it is easy to become a tour guide. | T | F |
| 14. A tourist guide needs preparation, study and lots of experience. | T | F |
| 15. The tourist is the primary reason for a tour guiding or interpretive business. | T | F |
| 16. Birds have a wide appeal to people of all ages, professions and cultures. | T | F |
| 17. Interest is fundamental if we want to become tour guides or bird watchers. | T | F |
| 18. A visitor is the communication link between the tour guide and resources. | T | F |
| 19. Interpretation reveals relationships through the use of original objects. | T | F |
| 20. Compared to other organisms, birds are less studied. | T | F |

VI. Match the following & write the corresponding letter on the space provided (30 points)

- | | | | |
|---------|------------|---|---|
| _____ 1 | Wildlife | A | omnipresent |
| _____ 2 | Tour guide | B | forests for a better future |
| _____ 3 | Visitors | C | cultures and traditions |
| _____ 4 | Conserve | D | interface between the environment & visitor |
| _____ 5 | Birds are | E | should not be disturbed |

Ethiopian Wildlife & Natural History Society

5. Test on Fauna & Flora Monitoring for KBR Rangers

Date: 12th July 2011
Time allocated: 1 hour

Name -----

I. Encircle **only** one appropriate answer for each question.

1. One of the following clearly defines the term 'Monitoring'
A/ observation or watching something everyday B/ Follow up & regular checking of something C/ Follow up & regular checking of certain variables in order to detect changes or trends D/ None of the above.
2. Effective floral & faunal monitoring requires:
A/ observation & follow up B/ careful planning & clear set of objectives C/ information D/ all of the above
3. If your job is conserving or maintaining forest or wetland habitats within a protected area, your primary data collection focuses on:
A/ rainfall pattern B/ Forest cover, species composition & population dynamics C/ fire incidence & distribution D/ all of the above.
4. What are the advantages of storing data on a magnetic tape or computer?
A/ data can be updated periodically B/ data can be analyzed easily C/ A&B D/ A,B&C
5. Variables affecting soil erosion are:
A/ soil type & slope B/ rainfall & vegetation type C/ A & B D/ A,B&C.
6. For the purpose of monitoring, which of the following erosion processes could be measured using erosion pins?
A/ Gully erosion B/ Wind erosion C/Sheet wash erosion D/B &C
7. Wildlife population monitoring requires information on:
A/ number of animals B/ distribution of animals C/population dynamics D/ all of the above E/ AS & B.
8. In birds' population monitoring one of the following techniques is not applicable
A/ Basal area quadrat B/ Point transect C/ Line transect D/None
9. One of the following is not true about thermal pollution in the wetland ecosystem
A/ It affects the amount of dissolved oxygen in the water B/ It affects the rate of photosynthesis C/ It affects sensitivity of organisms to toxic wastes

D/ It negatively affects bacterial activity.

10. Basic considerations in studying wildlife include

A/ observation & identification of species using field guide books B/ recording observation in a note book C/ using field glasses for detailed observations D/ all of the above E/ none of the above.

II. Match the following & write the corresponding letter on the space provided.

- | | |
|---|---|
| ----- 1. Aerial photograph | A. proportion of ground surface occupied by the Species |
| ----- 2. Rainfall | B. photograph like image of the earth surface |
| ----- 3. Density | C. Body condition parameter |
| ----- 4. PCQ sampling technique | D. Number of individuals per unit area |
| -----5. Birds | E. Monitoring tool |
| ----- 6. Swamps | F. Vegetative sampling |
| ----- 7. Quadrat | G. Wildlife distribution survey |
| ----- 8. Wetland ecosystem service | H. Indicators of state of the environment |
| ----- 9. Chemical pollutants | I. measures rainfall pattern of the ecosystem |
| ----- 10. Satellite image | j. Environmental variable |
| ----- 11. Basal area | K. Determines tree species composition |
| ----- 12. Rain guage | L. wetland |
| ----- 13. Biological Oxygen demand | M. Recharging ground water supply |
| ----- 14. Determines total annual range | N. Disrupt balances within the ecosystem |
| ----- 15. Assesses population potential | O. a measure of the quantity of dissolved oxygen used by bacteria |

III. Write 'True' or 'False' on the space provided.

- 1. Monitoring is a tool which assists to recognize changes on a given variable.
- 2. Measuring the stability of the ecosystem could be one of the monitoring objectives.
- 3. Trained staff, funds, equipment & time are resources required for monitoring.
- 4. In ecosystem monitoring the information we need to collect includes atmospheric, biological & human related information.
- 5. Satellite images can not be a fundamental tool for monitoring flora of Kafa Biosphere Reserve.
- 6. Rill and gully erosions are often monitored using Arial photographs.
- 7. Forests can be monitored based on canopy cover index on broader scale.
- 8. Cover is a unit of measure for vegetation analysis.

- 9. Aerial survey provides reliable and consistent results on number of animals.
- 10. The census zone is that portion of the entire area in which the number of animals is to be estimated.

Annex 2: Evaluation

Ethiopian Wildlife & Natural History Society Evaluation of Basic Training Courses provided for Kafa Biosphere Reserve Rangers 1st – 12th July 2011, Bonga

In order to enable us improve our future training methodology, we would be very grateful if you could answer the following questions frankly and honestly. Please encircle the appropriate answer(s) to each question.

1. What is your feeling on the length of the training?
a/ Too long b/Adequate c/ Too short
 2. The proportion of class work to practical field work was:
a/ Too much b/ Balanced c/Too low
 3. The contents of the courses were:
a/ Interesting & relevant b/ Relevant c/ Irrelevant d/ Boring & irrelevant
 4. The teaching methodology of the trainers was:
a/ Excellent b/ Very Good c/ Good d/ Poor
 5. The capacity of the trainers was:
a/ Excellent b/ Very Good c/ Satisfactory d/ Poor
 6. The training hall was:
a/ Convenient b/ Acceptable c/ Not suitable
 7. Have you generally enjoyed the training given on the courses?
a/ Yes, I have enjoyed very much b/ To some extent c/ No, I have not enjoyed at all
 8. Do you think the training has achieved its objectives?
a/ Yes, certainly b/ Yes, to some extent c/ I do not think so.
 9. What is your opinion on giving the same type of courses to other trainees in the future?
a/ Very useful b/ May be useful c/ Not useful at all
 10. Which course(s) was/were more interesting and involving for your future work?
a/ Ecotourism b/ Biodiversity c/ Monitoring d/ Environmental Education & Awareness
e/ Tourist Guiding f/ all g/ none
 11. Which course(s) was/were less interesting and less involving in your future work?
a/ Ecotourism b/ Biodiversity c/ Monitoring d/ Environmental Education & Awareness
e/ Tourist Guiding f/none
 12. Which was/were the best field practical sessions?
a/ Biodiversity b/ Monitoring c/ Tourist Guiding d/all e/none
 13. Please write below if you have any additional comments.
-

Annex 3: Test Results

Ethiopian Wildlife & Natural History Society

Kafa Biosphere Reserve Rangers Test Results for the Basic Courses Training provided from July 1 - 12, 2011 at Bonga.

No.	Name	Biodiversity (100%)	Monitoring (100%)	Conservation Education (100%)	Ecotourism (100%)	Tour Guide (100%)	Total	Rank
1	Abdu Sirage	78	60	59	52	51	300	23
2	Abebe Belachew	57	51	59	54	79	300	23
3	Abera Hoeto	79	70	59	79	73	360	7
4	Admassu Assefa	94	90	78	73	91	426	1
5	Admassu Haile	79	61	73	60	71	344	15
6	Adnew Bezabih	72	62	49	55	59	297	26
7	Asegedech W/Selassie	73	75	42	74	50	314	21
8	Atnafu Haile	76	78	58	70	77	359	8
9	Bethelihem Sime	84	79	62	71	79	375	4
10	Bizuayehu Fekadu	67	68	59	44	66	304	22
11	Getenet Gebabo	66	59	70	45	37	277	29
12	Girma Kebede	81	68	60	49	59	317	19
13	Gizachew Bari	73	58	50	43	45	269	30
14	Israel Kidane	79	57	60	48	83	327	18
15	Kassim Mohammed	81	84	63	67	63	358	9

16	Mamo G/Medhin	56	55	67	52	53	283	28
17	Matiwos Abebe	77	77	65	77	91	387	3
18	Mekonnen Aregawi	76	79	68	71	75	369	6
19	Mitiku G/Mariam	83	74	71	67	59	354	10
20	Mohammed Abamecha	81	59	66	73	71	350	12
21	Nassir Usman	75	68	62	68	75	348	13
22	Serkalem Alemayehu	85	60	50	68	75	338	16
23	Siraje Hussien	91	80	68	60	71	370	5
24	Tadelech Maru	59	75	51	49	83	317	19
25	Tadesse W/Mariam	76	61	61	42	53	293	27
26	Teka W/Dawit	86	77	58	58	66	345	14
27	Tesfaye G/Mariam	84	88	68	65	87	392	2
28	Wodajo Kebede	73	87	51	58	59	328	17
29	Zinabu Alemayehu	55	61	55	65	63	299	25
30	Zintalem Admassu	82	68	66	55	83	354	10