

The Rufford Small Grants Foundation

Final Report

Congratulations on the completion of your project that was supported by The Rufford Small Grants Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to jane@rufford.org.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details

Your name	Grace Pam
Project title	Conservation Education for Primary Schools in Jos, Nigeria: the Children for Nature Project.
RSG reference	13406-2
Reporting period	2013/2014
Amount of grant	£6000
Your email address	Gd_pam2003@yahoo.com
Date of this report	10-06-2014

1. Please 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
1. Training for head-teachers with the aim of bringing them up-to-date on issues of the environment so that they can understand and partner with CFNP trained teachers in nature conservation activities in their schools				All head-teachers of participating schools and their assistants were present and showed great enthusiasm for learning including suggesting ways which they felt would move the school projects forward. As a measure of the level of impact the training had, we had the best turn-out in the conservation day event which held on the 5 th June 2014, World Environment Day, because the teachers reported that the head-teachers ensured they held their activities, and made adequate preparations for the event.
2. Capacity building and more training for nature conservation club teachers				The target for this objective was capacity building. Initially, we had 20 trained teachers from 10 schools, so we added 10 more to the number because some schools had lost certain trained teachers to transfers. We were able to do all that we planned to achieve and within the time frame.
3. Nature conservation day/world environment day				<p>This particular event was proposed to be the biggest event of the year, which was to bring together all nature clubs from our participating schools, with additional new schools invited so that they could see and learn from our schools, with the intention that they can then either start up their own nature clubs or invite the Children for Nature team to assist them in starting up their nature clubs.</p> <p>The objective was partially achieved due to so many unforeseen factors that interfered with our plans.</p> <p>1. I gained admission into Oxford University for a DPhil last year and had to leave before the scheduled event. I was in Oxford for 5 months, which affected the planned timing of the event.</p> <p>2. I returned to the country during Easter, when schools were on vacation, again, this affected the time we would have had planning with the schools. Schools reopened in May 2014, and so we had to maximise the short time we had to plan this event.</p> <p>3. Just 2 weeks to the event, there was a major bomb blast in the city which affected the</p>

			<p>peace and stability of the city. People became highly sensitive to public gatherings. This greatly affected the turnout of invitees, and affecting greatly the expected number of individuals we had already prepared for.</p> <p>Due to the insecurity level in Nigeria and Plateau State at the time of this report, the seven new schools we invited to our event failed to turn up for the event despite having assured us they would be present.</p> <p>Achievements:</p> <ul style="list-style-type: none"> • Despite these challenges, all our participating schools and their nature kids were present, and we held our nature conservation day along with the World Environment Day. Our theme was on climate change and what individuals can do to foster a greener environment, so in line with the theme of the world environment day: 'raise your voice not the sea', we had events involving both adults and children on climate change and a green environment, we raised our voices for nature! • The greatest achievement so far for us is the fact that our number one goal, which is for the schools to see themselves not only as part of CFNP but as full owners of the project has started taking roots in the manner with which the schools are now functioning. • They are now beginning to take more initiatives such as planning events independently, and even bearing the costs involved in supporting their activities. We started out a team of four, and now we have over 20 team members, as the teachers now form part of the team. • In our questionnaires given out to assess the impact of the projects for this year, all of the teachers mentioned the way in which we work together side by side them as partners as the biggest inspiration for them. They also acknowledged the fact that it gives them more confidence to go ahead and start small initiatives despite the fact that the ideas are still new to them. To us as a team, we see these as indicators of success and growth in the project.
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2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

As explained above please.

3. Briefly describe the three most important outcomes of your project.

1. Science teachers and nature clubs now have better support from their head-teachers after the head-teachers' workshop.
2. Teachers and nature clubs have become more actively engaged in the ownership of the project after the first two events.
3. We noticed more creativity on the part of the teachers in teaching and training their clubs since the last two events, as evidenced by the better presentations we had on the issues of climate change and the environment. This to us is very encouraging because the concept of caring and thinking about the environment was really difficult for them to grasp in previous years.

4. Briefly describe the involvement of local communities and how they have benefitted from the project (if relevant).

We have always ensured that the primary schools surrounding the A.P. Leventis Ornithological Research Institute are a major part of our events because their training is key to the sustenance of the conservation work going on there. These are very poorly managed community schools, and so, the experience of spending time and working with better managed private school pupils and teachers has been worthwhile. These community schools benefit from these teachings and trainings which otherwise would they would hardly have.

5. Are there any plans to continue this work?

Definitely! Personally, my dream for this project is to outlive us all, our ultimate goal is the transformation of the mindsets of our children towards thinking about sustainability towards the environment, and life generally.

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

As with all other events that CFNP has held, we share our work in relevant conferences, and use every opportunity we have with the media to talk about what we do. APLORI is also a great platform for publicising the activities of CFNP. WE receive visitors from all spheres of life, and this is one of the projects associated with the institute that is centred on conservation education and the younger generation of Nigerians, so we are always very excited and eager to tell everyone who visits about this aspect of the institutes' work.

7. Timescale: Over what period was the RSG used? How does this compare to the anticipated or actual length of the project?

This RSG 2 took a year. In the initial plan, it was to be for at most a period of 6 months.

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.

Item	Budgeted Amount£	Actual Amount£	Difference £	Comments
1. Workshop for head teachers	717	717		Because we exchanged the amount at slightly higher than we budgeted @240 as against 230GBP per NGN as budgeted), and had a reduction in Venue charge of half as part of the support for the project, we were comfortably within our proposed budget and had no need to go above the budget.
2. Workshop for 30 participating teachers.	1520	1520		(Exchange rate @ 240 GBP) This event was well attended beyond our proposed number of participants. We had university students, and present students of the conservation institute in attendance, we also added certificate of attendance to the event, which was not included in the initial budget, but could be fitted in from the contingency vote.
3. Nature conservation day: Climate change and YOU: What everyone should Know	3172	3000	172	Exchange rate for this event was at 240 GBP per NGN. Due to the security challenges facing the state and nation at large at the time of this event, we were disappointed by the low turn up of invitees to the event. We had planned for a big turnout, but things happened so unexpectedly in the state security –wise that people became wary of attending gatherings. We had less than half the actual number of participants prepared for, which was something of a disappointment. We hope that the security challenges facing the nation and the country will improve in the nearest future.

SUB-TOTAL	5409	5237	172	
10 % CONTINGENCY	541	200	241	Bank charges that were deducted from the grant amounted to 300 GBP.
TOTAL	5950	5437	513	

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

1. From the feedback we received from our school teachers, one suggestion stood out: they would like us to work together with each school in developing school projects relevant to addressing specific needs of the environment that each school recognises around them. So, I see the next great step being to build proposals together with schools and work together to set definite nature conservation school projects in place.
2. In line with that, we would need a website developed where schools can relate and network freely, sharing Ideas, collaborating, and making new friends all over the world who are into similar activities.
3. We foresee CFNP taking more proactive steps toward reaching out to schools with campaigns and teachings by actively going to different schools and working to sensitise and motivate them towards nature conservation 'thinking and acting'.

10. Did you use the RSGF logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?

Yes, we used the RSG logo on all the T-shirts used for the various events, and on every presentation we made. Our caption for the events was always 'Rufford small grants and children for nature project....'

11. Any other comments?

Since the inception of the CFNP in 2005, RSG grant has been the major sponsor and supporter of this project. We have grown from having just a handful of teachers and schools, to having over 100 pupils and 30 teachers, including 10 head-teachers and their assistants who have better understanding of the importance of nature clubs and care of the environment. Any good idea without the right kind of support would end up as just that; a good idea. We are grateful to the Rufford Foundation for helping us achieve our dreams of training and teaching children and teachers on nature conservation, and helping us take on this great task of raising awareness, raising our voices in Nigeria to create awareness on our individual responsibility towards the care of the environment.