

The Rufford Foundation Final Report

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

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in **word format** and not PDF format or any other format. 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. Please note that the information may be edited for clarity. 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	Amaning Kwarteng David
Project title	Imminent Actions for the Conservation of the Endangered and Endemic Bobiri Reed Frog, Ghana
RSG reference	17924-B
Reporting period	August 2015 to November, 2016
Amount of grant	£ 10,000
Your email address	davekwart@gmail.com
Date of this report	20 th December, 2016

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
Enhance capacity to undertake behaviour change campaigns in local communities				<p>We are thrilled to report that, the project successfully trained 20 local community members on key techniques for behaviour change actions in Ghana. Trainees also received basic ecological and conservation knowledge of relevant biodiversity taxa.</p> <p>This was achieved through learning of classroom theoretical frameworks of human behaviour, experience sharing among peers and videos and pictures of best practices of behaviour change in Ghanaian context. Classroom sessions were followed with practical work where trainees designed behaviour change approaches to meet a local cultural, religious and economic context. Participants were also introduced to basic ecology of key taxonomic groups and their conservation status including mammals, amphibians and reptiles, insects and plants.</p> <p>We are excited to report that, the training has positively impacted participants and inspired their engagement in fighting extinctions in Ghana. For instance trainees are now involved in raising local awareness and behaviour change in their</p>

				communities. Others have volunteered for conservation projects and continue to contribute data from their communities for conservation management.
Raise awareness and improve behaviour and actions towards amphibian and nature conservation				This project raised awareness on the plight of <i>H. bobirensis</i> and other key biodiversity in the communities fringing the Atewa reserve. We employed different strategies to get our message across. Awareness and behaviour change messages were strategised to meet the varying interest, faith groups and sub-cultures within the communities. Strategies such as inter-school football competitions, house to house campaigns and community gatherings were accordingly used.
Native tree planting to restore degraded <i>H. bobirensis</i> habitat				The project successfully restored degraded areas in the species range. We are happy to report that 2000 native tree species were planted. The trees are growing very well in the field.
Alternative livelihood training for communities				The project successfully trained 240 community members on beekeeping and grasscutter rearing. Trainees were selected from 40 communities fringing the reserve. Trainees were trained for three days on beekeeping and cane rat rearing, honey harvesting, product packaging and marketing.

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

Although this project was successful in training 240 community members in beekeeping and grasscutter rearing, the anticipated impact of this training was not achieved. Firstly, the trainees failed to further train others from their respective communities. This was realised following our monitoring and evaluation of this project.

Again most participants failed to use the skills they acquired through the training. Although trainees indicated their desire and willingness to use the acquired skills, they were genuinely constrained logistically. Participants could not afford the initial cost of setting up these small alternative livelihood enterprises. We recommend that, future training should also provide some logistical support for trainees for successful uptake.

The fluctuations in the inter-bank exchange rates coupled with unforeseen bank charges posed some challenges to our budget. Also the field-based training run for 10 days instead of 7 days as proposed. This was due to the level of material we had to cover and also to allow enough time for participants to design their projects. We are grateful to the Kate Stokes Memorial Fund for supporting the field based behaviour change capacity building component of the project.

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

a) We are happy to report that, this project positively impacted at least 3000 community members directly with conservation and behaviour change messages and actions. This was achieved through community tailored conservation actions. This included house to house campaigns, conservation football matches and conservation community meetings. Important output of these activities is the broad network of people who have pledged their support, and to get involved in conservation.

b) We are excited to report that, the behaviour change training has positively impacted participants and inspired their engagement in fighting biodiversity extinctions in Ghana. For instance trainees are now involved in raising local awareness and behaviour change in their communities. Importantly, we have collaborated with some of the local leaders to form Community Conservation Groups (CCG). Currently the CCG has been successfully formed in 5 communities with an average membership of thirty per community.

c) Two trainees have now been inspired to take full time job with conservation NGO's in Ghana whilst three trainees are currently pursuing higher education in conservation. Below are some comments from participants who were inspired to take conservation jobs' and pursue further education.

"Until my participation in the field school, I didn't know there was a place for people of my kind (sociologist), who have no background knowledge in biology in conservation. Being exposed to the threats of biodiversity in Ghana and globally ignited my passion to contribute in my own little way. Now I am a community liaison officer with Arocha Ghana, using the skill I acquired to influence positive behaviour for conservation in local communities. This training couldn't have come at a better time". Emmanuella Kyerewaa (Participant)

"This training gave me a rare opportunity to get closer to nature and to learn by doing. It helped discover the deep passion I have for biodiversity and thus informed my decision to seek further education in International Forestry at University of British Columbia, Canada." Grace Sarbeng (Participant)

"The field school was an eye-opener to the dearth of knowledge and relative lack of conservation efforts on herpetofauna in Ghana. Currently am engaged in conservation in Ghana through my Mphil course in Wildlife and Range Management, KNUST". Emmmanuel Amoah (participant)

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

Local communities were involved in every step of the way. They were involved from the planning stage through to the project implementation to the project evaluation stage. Communities' leaders were involved in selecting trainees for training both in the capacity building and alternative livelihood training. Trainees were selected from the local communities and benefitted from the training. Local chiefs were also involved especially through our behaviour change campaigns.

5. Are there any plans to continue this work?

Yes. We plan to strengthen the training of more local capacity building champions within the local communities. We also hope to escalate and increase the awareness campaign and change behaviour in the local communities. There is growing realization that, conservation is not necessarily about biology, but humans and their actions. Thus changing people behavior is essential attribute for conservation success. We also want help provide basic logistics for some community members to be able to start their small economic initiatives and put their training into action.

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

The outcome of this report will be shared with all stakeholders including the local chiefs, local government representatives, schools and importantly the Forestry commission and Ghana Wildlife Division. We will also share the results with the Coalition of NGO's working within the area, who have joined forces to ensure that the reserve is given a stricter protection as a national park.

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

The grant was used within a 16-month period. This spanned from August 2015 to November 2016.

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
Cost of vehicle rental	2400	3000	600	The cost of vehicle rental increased due to the increased number of fieldwork days. Thanks to funding from Kate Stokes Memorial fund and Herp Ghana, the extra cost was absorbed.
Cost of fuel and lubricants	900	1200	300	The increase in fuel price was also due to the increased number of fieldwork days.
Cost of printing	100	100	100	
Park entrance fee	60	60	0	
Accommodation for training participants and team	1680	2400	720	We planned to spend 7 days for the behaviour change capacity building but used 10 days instead. The difference in the number of days caused the budget difference.
Living expense for	1120	1600	480	The budget difference is caused

training participants and team				by increase in number of days used for the capacity building component of this project.
Awards and prizes	500	500	0	
Printing of publicity materials	750	750	0	
Cost on alternative livelihood training	1200	1200	0	
Dispensable	695	695	0	
Operational cost	595	500	+95	We were able to reduce the cost of running the project by GBP 95. We tried to use the most cost effective means to communicate and adopted paperless approach whenever possible.
Total	1000	12005	1910	

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

It is important to continue with awareness creation, capacity building and local participation. Behaviour change and capacity building are slow processes and not events. Consistent pragmatic actions in this area are essential for sustaining the impacts achieved so far.

Again biodiversity and poverty alleviation are inextricably linked. Poverty is a major driver of biodiversity threats. It is essential to make deliberate investments in ensuring that communities who depend directly on the habitat of the species are given alternatives. In this regard, provision of some basic logistics for trainees will be a necessary first step.

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

Yes the Rufford foundation Logo was used in our branded T-shirts, printed materials for education, awareness creation banners.

11. Any other comments?

Building local capacity for conservation remains a very strong tool for behaviour change and conservation awareness creation even within a relatively small country, where there is a great overlap in beliefs and culture. Thus any opportunity to raise influential leaders within sub-cultures should be greatly harnessed.

Also response to different behaviour change strategies differed within different communities. Whereas it was relatively easy to hold community meetings to talk about conservation in some communities, it was very difficult in others. In such communities, a more proactive approach such as, house-to-house meetings were more effective. This approach offered individuals opportunities to express their concerns and barriers to behaviour change.

The involvement and use of community chiefs and traditional leaders proved very effective in gaining trust and support in almost all communities. This approach is highly recommended in any future behaviour change approaches.

Similarly, people were more responsive to behaviour change campaigns tailored to meet people beliefs and interest rather than general behaviour change outreaches that were not targeted.

Acknowledgements

We are grateful to the Trustees of Rufford foundation for funding this project. We also thank the leadership of all the communities where this project was implemented (Apapam, Sagyimaase, Kibi etc). Special thank you to the Management of Bobiri Forest Reserve for their support. We are thankful to our course contributors, Dr. Emmanuel Danquah (KNUST), Dr Evans Ewald (KNUST), Dr. Bright Kankam (FORIG & KNUST), Dr. Caleb Ofori (Director, Herp Ghana) Mr. Daryl Bosu (Arocha Ghana) ,Mr. Prosper Antwi (Arocha Ghana). We are thankful to Messers Benjamin Boabeng and Henry Ofori for their administrative work on the project.

Photos from the project below:



Fig 1: Community house-to-house conservation education



Fig 2: Community behaviour change champions graduates from training course



Fig 3: Participants pitch their behaviour change ideas to their colleagues



Fig 4: Inter-school football competition to raise awareness