

## 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. 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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

Grant Recipient Details	
Your name	Bala Amarasekaran
Project title	Environmental education project for schools around the Western Area Peninsular Forest Reserve in Sierra Leone (Tacugama Kids Programme – TKP)
RSG reference	18.10.07
Reporting period	
Amount of grant	£5,000
Your email address	<a href="mailto:info@tacugama.com">info@tacugama.com</a>
Date of this report	January 2010

**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
Participating students will develop an understanding of environmental issues particularly those affecting chimpanzees and the WAPFR.			Yes	<p>TKP has run for almost 2 years and in each of the academic years we have succeeded in bringing almost 900 children to the sanctuary, undertaken around 100 reinforcement activities at the schools and in total delivered three teacher training workshops.</p> <p>Through formal evaluation with both students and teachers and also more informal observation we noted the following comments:</p> <ul style="list-style-type: none"> <li>• During visits to the sanctuary for field trips the children exhibited a positive attitude towards chimpanzees and improved understanding of issues about their welfare and conservation.</li> <li>• Understanding of environmental issues taught from the Teacher's Guide was less apparent in all the students, however some of the more active students showed clear improvement of knowledge about environmental issues.</li> </ul> <p>In addition to students taking part in the programme, enhanced awareness was clear among teachers, other students and family and community members as result of the project activities. Many of the above expressed interest and support of the objectives of both the education program and the Sanctuary. The project received positive responses from all the schools taking part. Three schools illustrated their support by initiating nature clubs.</p> <p>Many visitors to the sanctuary (we receive around 2000/year) are very supportive of TKP and its aims.</p>
Participating students will develop attitudes and a sense of responsibility and guardianship towards their environment, the WAPFR and its wildlife.		Yes		
The above will result in positive changes in behaviour of the target group, especially current and future practice regarding chimpanzees and the WAPFR.		Yes		
Similar positive changes in knowledge, attitudes and behaviours in other students, teachers, family and community members will result indirectly from the programme.		Yes		
Public awareness about issues of chimpanzee welfare and conservation will be improved.		Yes		

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

The achievements of the project were hampered to some extent by the level of teaching that the participating local teachers were able to provide. We felt that understanding of the material and enthusiasm for environmental education varied among the co-ordinating teachers, and as such the quality and amount of time each teacher put into teaching the syllabus also varied.

We were able to overcome these difficulties by attempting to inspire and educate the teachers during workshops at the sanctuary, and we believe that the teachers will become more familiar with the material as we continue the program in future years. We were also able to overcome this problem by providing reinforcements to the lessons when we visited each school and when the students visited the sanctuary for field trips.

Literacy levels of the children were also lower than we expected and for the 2009-2010 academic year we have decided to increase the age of the children we are working with. Instead of primary class 5 we are now working with junior secondary schools class 1.

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

We have built strong relationships with staff and pupils at 15 primary and 12 junior secondary schools located in rural communities surrounding the Western Area Peninsula Forest Reserve. Over 2000 children have taken part in the programme and visited the sanctuary.

We have determined that it is possible to deliver an educational support programme that is appreciated by the schools, enjoyed by the children and recognised by the communities.

Our own sanctuary staff have learned new skills and broadened their scope of work by taking part in and supporting the delivery of TKP.

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

Through the TKP we have supported the schools as they have undertaken village clean up activities, hosted sports days and launched nature clubs. All of these activities have involved members of the wider community and raised the profile of the programme.

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

Yes, the TKP is continuing. We have been successful in getting funding from Tusk Trust in the UK that will support the TKP from January to July 2010.

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

Tacugama is a member of the Environmental Forum for Action in Sierra Leone and we share learning among this consortium of environmental actors. We are also members of the Pan Africa Sanctuary Alliance and knowledge and best practise is shared between the sanctuaries, we will be sending our local education co-ordinator to attend the PASA educators' workshop.

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

The original anticipated period that the RSG would be used for was from the initiation of the project from late October 2007 to the end of the academic year in July 2008. We have actually stretched the period that funding was used for, in conjunction with an additional grant that we received from RSPCA (unknown at the time of the Rufford application) to cover the TKP until December 2009. The period covered by the RSG extended to cover a total of 16 months (48 academic weeks).

**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
Education Officer Salary	900	1050	0	Due To Increased Length Of Programme.
Volunteers Field Expenses	500	600	0	
Photocopier Machine	225	0	-225	We Were Able To Use RSPCA Funds For The Photocopier And Instead Put This Sum Towards The Ongoing Running Of The Programme.
Office Supplies	250	350	+100	A Third Teachers Workshop Required Additional Materials.
Mobile Telephone	75	75	0	
Telephone Credit	360	420	+60	Increased Due To Extended Programme Length
Minibus Hire -Became Fuel Costs	1200	1020	-180	RSPCA Grant Enabled Purchase Of Second-Hand Minibus Part Way Through. Also More Children Came To Sanctuary Each Week Than First Planned So Second Vehicle Required To Transport Them And Programme Covered Additional Eight Academic Weeks.
Petrol Tcs Car	720	1200	+480	
Service & Maintenance Tcs Car And Minibus	600	1010	+410	
Meals For The Children Visiting The Tcs	600	720	+120	The Programme Included Eight Additional Visits Of School Groups To The Sanctuary.
Scholarship Prize	1500	0	-1500	As We Were Unable To Secure Additional Funds For The TKP In 2009 We Felt It More Important To Allow The Programme To Continue For All The Children Rather Than Spending The Scholarship Allocation On A Limited Number Of Pupils.
<b>Total</b>	<b>£6930</b>	<b>£6445</b>	<b>-£485</b>	

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

To ensure that the programme continues to operate so that we build improved concern and care for the environment through an increasing number of children and their families, we want to continue to improve the delivery of the programme and encourage and support the schools to increase its impact in the local communities.

**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?**

We have used the RSGF logo on a donor signboard at the sanctuary entrance, and on our biannual newsletter. We have further acknowledged the support of Rufford on blogs that we have posted about TKP, in our resource centre and also in verbal communications with interested parties.

**11. Any other comments?**

We would like to thank all at Rufford for the support we have received – it has made a positive difference to Tacugama's work. We look forward to the opportunity of working with Rufford's support again.