

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	Alphonse KARENZI
Project title	Expanded dissemination of the best-forest-conservation-practices through an integrated formal education syllabus and students' house-to-house outreach
RSG reference	18381-D
Reporting period	November 6 2015 to November 6 2015 (one year)
Amount of grant	£9990
Your email address	karenzilife@gmail.com
Date of this report	November 09 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
A self-sustained Rufford Resource Centre will be upgraded to improve its community hands-on training, public services and production of numerous best forest conservation practices.				Ten active young indigenous potters were so committed to upgrade their permanent Rufford Resource Centre old equipment's. They successfully repaired two stove kilns.
A range of both indigenous and innovative best practices that are locally realistic and suitable will be developed within the centre and continuously demonstrated to thousands of people, entrepreneurs and stakeholders.				As it was recommended by The Rufford Conservation Resource Centre records, stakeholders and previous project reports, much emphasis was put on respectively improved cooking stoves (more than 2000 stoves were distributed - 1000 extra to 1000 stoves target) , improved beekeeping (13 boxes installed), agro-forestry initiatives, and mushroom farming (seven field samples installed). The above practices were developed and are being demonstrated at the centre and in schools and communities.
Fifty two primary and secondary teachers will be trained on role and installation of the best practices in order to permanently teach and lead their school students in dissemination.				52 local teachers and agronomists who are in charge of forest management and community awareness were trained (passionately participated in discussions and hands-on sessions). These teachers and agronomists were selected from different schools and communities of all 13 sectors of Gisagara District.

The class syllabuses and school outdoor activities programme will be reviewed and integrated with the selected best conservation practices.				Project team was able to meet and discuss the existing syllabus with different local geography and environmental related teachers individually. The trained teachers have proven their commitment towards integrating the best practices in their class teachings and outdoor activities. Because these practices are practical and innovations, while local education system promote practical and innovation in education/ innovative teachers.
At least 130 grassroots Peer Educators from 13 Local Youth Conservation Clubs will be practically trained on the best practices.				130 local students from different schools around Gisagara District have been trained (passionately participated in discussions and hands-on training on installing different conservation best practices).
The participatory annual action plan for conservation of local forests and house-to-house dissemination of the learnt best practices will be designed and implemented by each of 13 youth clubs in collaboration with trained teachers.				Each of 13 clubs has designed an annual action plan for conservation of forests and dissemination of best practices. But at the time of writing this report, at least 50% of youth clubs haven't fully implemented their action plan. However, project team evaluation meeting took place to assess the progress of action plans and decided that these action plans should end in 1- years' time. Therefore clubs still have 6 months to go and project volunteers keep working hand-in-hand with each youth club to continue implementing their action plan.
The classroom teaching and homework of students for installing				Teachers integrate and teach on the best conservation practices once in a while depending on

and using the best practices in their own families by trained teachers will be monthly monitored.				relevance of the subject on curriculum they are teaching. This has delayed the process of monitoring classroom teaching where we have to first get in touch with a teach to know that he/she will teach on the best practices and do it on appointment of the same teach. However this monitoring keeps going on.
The conservation activities of youth clubs and teachers will be sustained even after the end of project by selling the production and services from their school plots and community contributions.				All the best practices and services that school clubs adopted (e.g.: improved cook stoves, beekeeping boxes) can be sold where school clubs get money to provide incentives to members and run their regular outreaches and house-to-house efforts. We have also established business relationship between Resource Centre (as supplier) and trained groups (as distributors) where they get stoves or other product from centre at lower price for them to be able to make margins.

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

a. Difficulty in having a universal catalogue of the best conservation practices and integrating it in classroom syllabus:

It was difficult to design a universal catalogue of the best conservation practices and integrate it in classroom syllabus. Because we selected teachers teaching different levels (different primary and secondary classes), where, it made no sense to neither design one catalogue for all nor make 52 different catalogues each for everyone. In addition we found it to be a long process to formally integrate a new thing in teacher's syllabus, as for some schools it has to be first discussed and confirmed by the teachers' council and studies prefects.

As a solution, we decided to personally discuss with teachers and train them on engaging communities in conservation and dissemination of different best conservation practices to equip them with necessary skills and contacts to enable them practically integrate conservation in their related syllabuses and share the

hands-on skills. We established a business relationship between teachers and Rufford Conservation Resource Centre where they get stoves and other products at cheaper prices in order to encourage them disseminate and share the best practices in conservation.

The trained teachers have proven their commitment towards integrating the best practices in their class teachings and outdoor activities. Because these practices are practical and innovations, while local education system promote practical and innovation in education/ innovative teachers.

b. Monitoring integration and teaching of the best conservation practices in classrooms:

Teachers integrate and teach on the best conservation practices once in a while depending on relevance of the subject on curriculum they are teaching. This has delayed the process of monitoring classroom teaching where we have to first get in touch with a teacher to know if he/she will teach on the best practices and do it on appointment of the same teacher. Now we have suggested that at least a trained teacher should be followed up and be asked to invite our project volunteers in at least three classes in which he/she involves teaching on the conservation best practices.

c. School schedules were sometimes incompatible with our project programme: For instance, we got funds in November when the students are already going in holidays. So we had to wait for almost 2 months for the return of students from holidays in order to get the project started. As a solution, we decided to meanwhile do some subsequent activities on the project timeline which needed no students' involvement. And it worked out well.

For example, during the holidays of students, the project volunteers managed to meet and discuss the existing syllabus with different local geography and environmental related teachers individually. A list of teachers and students to be trained was revised. The needed project materials were collected including 13 bee boxes, old equipment namely two stove kilns were repaired and production of 1000 improved stoves to be disseminated were produced within the Rufford Centre. So after the students getting back to school, the project was at ease to do the remaining activities and beat the planned time.

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

a. Decreased level of deforestation in the area through maximizing the sustainable use of forest resources:

The centre and its 26 affiliated clubs have educated and enabled the local community and enterprises to establish best practices for sustainable livelihoods in order to use the forest resources in a wiser way. This has reduced the dependence of

local communities on forest non-renewable resources. For instance, the adoption of improved cook stoves that save more than 60% of fuelwood enabled thousands of rural families and enterprises to reduce daily amount of trees/woods whereby sustainably decreased the level of deforestation (more than 2000 stoves were distributed during this one-year project).

Our current Improved Cooking Stove Version has been scientifically tested and nationally recommended by the Rwanda Energy, Water and Sanitation Authority (EWASA) as it saves at least 60% of fuelwood comparing to traditional stoves. Referring to CARE International (2011), an average household in Gisagara consumes 135 kg of woods a month. This means 2000 households uses 270,000 kg a month therefore the previous project keeps saving more than 162,000 kg (as 60%) of woods in every month for many years to come.

b. Betterment of the local forests and saving biodiversity through promotion of incentives and alternatives for the community-based conservation of forests:

By reducing the level of firewood consumption and educating young people (young environmental activists) about the role of forests, the movements of people in natural forests have been significantly reduced. For instance, introduction of improved beekeeping practices keeps considerably reducing forest fire burning and loss of many birds and small animals. In addition, establishing several household mushroom gardens has provided the local community (especially indigenous hunters) with daily meat alternative. Therefore, Gisagara district has protected more of its natural forests and the natural habitats of numerous bats, birds and small animals living there. Thereby sustainably prevent the community dependence and threats on forests ecosystem and extinction of biodiversity in the local forests. Indeed, availing the multipurpose and agro-forestry trees seeds this project has encouraged the local community to integrate and plant more trees in both public and their private farms

c. Strengthening and sustaining grass-roots activism for conservation and restoration of forests:

Training 26 local youth conservation clubs and local teachers and agronomists as local peer educators and practitioners; designing and implementing a participatory annual action plan for conservation, and conducting house-to-house outreaches has ensured the ongoing attitude change and conservation activities (clubs have planted more trees in line with national policy and their annual action plans, etc.), government involvement in participatory monitoring and expansion of project. The local communities (the most depending on unsustainable use of forest resources) were educated about the role of forests and their knowledge has been enhanced on protection and sustainable use of forests.

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

10 local indigenous youths have been fully involved and benefitted from the project as beneficiaries. Their Rufford Conservation Resource Centre was upgraded. They got incentives (allowance) during training the peer educators and earned daily income from selling different products (especially selling more than 2000 stoves at not less than 1500 FRW ~£1.50 each).

- 52 local teachers have been fully involved and benefitted from the project as beneficiaries. They have been trained as local educators and enabled to start distributing improved cook stoves and other practices as income generating activity.
- 130 local students in their conservation clubs have been fully involved and benefitted from the project as beneficiaries. They have been trained as local activists and enabled to start making and selling different items including improved cook stoves as income generating activity.
- More than 2000 refugees' families and poor households who received improved cook stoves: 2000 Improved Stoves were installed for refugees' homes in the current Burudian-War-Refugees' Camp and other poor families in Gisagara.
- Thousands of local students from 26 local schools have participated in this project through their trained school clubs and best practice gardens within their schools. So, these clubs are helping schools to clean their environment and share the learnt knowledge and practices. Where students have been encouraged to implement these practices in their homes.
- Hundreds of local poor families and trained students' families: who have received mushroom seeds and knowhow skills to grow mushroom, improved beekeeping techniques and other practices that have changed their life and sustained their livelihood through house-to-house outreaches of trained students.
- Different local enterprises and businesses have benefited from project significantly. As the project only used local services and products in all steps.

5. Are there any plans to continue this work?

Yes. The previous RSG projects have successfully established a permanent Resource Centre (with production unit) and well-decentralised distributing channels (trained school clubs, local leaders, women cooperatives and entrepreneurs) for continuous production and dissemination of the best conservation practices. These best practices have been also integrated into local education curriculum and school outdoor activities.

From the 1st RSG to 4th RSG, our organisation Sustaining Rwanda Youth Organization has managed the Rufford Conservation Centre and its established distribution channels/ agents in creating awareness and disseminating different practices (especially improved cook stoves) among thousands of homes in communities around Gisagara.

However, we still have a long journey to go in disseminating Improved Cook Stoves as we have signed a contract of performance with the Gisagara District to collaborate in disseminating (selling) Improved Clay Cook Stoves in at least 45,986 households and we haven't achieved at least 20% of the target. There is still a big demand of the improved stoves in Gisagara and surroundings.

The next step is to build on the current resource centre as a production unit and its established distributors, to effectively conduct "ONE IMPROVED STOVES PER HOUSE CAMPAIGN" by improving the current version of improved cook stove in order to reduce its price (from 2000 Rwandan Francs to 1500 RwF) and increase its efficiency (from 60% to at least 70% fuelwood energy saving), and developing and enabling a green Public-Private-Partnership business model to massively disseminate green energy and save forests.

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

At Local and National level:

Rufford Conservation Centre keeps attracting the individuals and groups of visitors from different backgrounds especially local leaders in Gisagara district. In addition to that, as usual, Sustaining Rwanda Youth Organization has an important stand in annual district partners' exhibition (as the main district partner in environment protection) where the Rufford Conservation Centre and its results will be on forefront. So, we are ready to have the most visited stand in a whole exhibition where all categories of stakeholders and decision makers will know what the project has achieved.

This event attracts visit of different national government officials and non-governmental institutions, private companies, students, parents, local and international communities as well as national radio and TV Station and other wide media corporations. The whole nation will surely get to know what Rufford Conservation Centre is and what it has achieved through national TV and Radio Stations.

Indeed, I have started national programs called "Faith with Action" the Faith-based Youth Employment System in Rwanda and another programme that I'm starting "Made-in-Village Agro-Export" (MiVAC Program). These programmes mostly use my Rufford projects as an example of what local youth groups can do to save the nature and create jobs.

At International level:

I have been the organiser of the two current Rufford Small Grants Recipients conferences, one in Rwanda and another in Ghana. I have established communication and email groups of hundreds of fellow RSG recipients from the most of East and West African countries. I plan to establish and coordinate a NETWORK OF AFRICAN RSG RECIPIENTS to not only share my project achievements but also to enable fellow share their project achievements.

My Rufford projects are highly recognized by USA Embassy in Rwanda, whereby I was recently nominated by the US Department of State and participated in its most premier programme of International Visitor Leadership Program (IVLP). So, in April-May 2016, I could share my Rufford Project results with 22 fellow International Leaders from all over the world and thousands of American leaders/officials from different USA states. As an active member of US Department of State alumni platform, I'm planning to keep using this online and conference platform to keep sharing my Rufford Projects results with thousands of international leaders.

We are planning to use more social media tools than ever to share our stories with as many people as possible worldwide (our current Facebook page and whatup group, opening twitter and YouTube account in the name of Sustaining Rwanda Youth Organization). We plan to keep redesigning and enhancing the Sustaining Rwanda Youth Organization Website: www.sustainingafrica.org, and our RSG project page website: http://www.ruffordsmallgrants.org/rsg/projects/alphonse_karenzi

In addition, we present our centre activities to our International Participants who volunteer with Sustaining Rwanda Youth Organization and encourage them to be our ambassadors back in their respective communities. This has been a very effective tool for centre to share its results with international communities.

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

This project has taken 1 year- the exact anticipated project length.

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
Meeting and reviewing the syllabus with 52 teachers	200	260	60	Teachers were in holidays which increased communication costs
Upgrading the Rufford Centre	710	710		
train 52 teachers:	2740	2740		
Upgrading syllabuses session	660	0	660	There was no need to conduct this session as syllabus was upgraded in discussion and training session
Training 130 peer educators	3800	4400	600	Transport costs of project team around Gisagara were increased
Designing and sharing the annual action plan	260	260		
Coordinating house-to-house outreach	1300	1300		
Evaluation meeting with teachers and clubs	520	520		
integrating new strategies in teaching and house-to-house campaign:	300	100	200	\$200 was reserved as it will be used as facilitation in monitoring and evaluation of on-going house-to-house action plan in 6 remaining months.

Final data collection and evaluation	260	260		
Final Reporting:	100	100		
£1=1134 Rwandan francs				
NB: we still have £200 on project account. And this money will be used for ongoing monitoring of classroom teaching and house-to-house outreach				

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

Looking ahead, there some important steps to take notably:

1. Mapping the households that have no improved cook stoves in the district;
2. Prototyping to improve the production process and version of the current improved cook stove to reduce its price and increase its effectiveness;
3. Developing a green Public-Private-Partnership business model for ONE IMPROVED STOVES PER HOUSE CAMPAIGN of massively distributing the new improved stoves in households with inefficient stoves;
4. Involving, supplying and coordinating public-private-partners (district and local leaders, SACCO community bank, cooperatives, youth clubs, entrepreneurs) in ONE IMPROVED STOVES PER HOUSE CAMPAIGN.
5. Monitoring and keep innovating the process of Public-Private-Partnership business model for ONE IMPROVED STOVES PER HOUSE CAMPAIGN

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?

We have used the logo of RSGF in all materials and documents in relation with ICOSCAD project including PowerPoint presentations, Letters to different Officials, Posters, Announcements, booklets that circulated in our partners which insured the RSGF publicity during the course of our work.

11. Any other comments?

Being the RSG grantee and successfully implemented three RSG projects has not only made my conservation career clear but also proved my leadership ability to change the world. I started working on my first RSG project when I was a 2nd year university volunteer, but now I have completed my masters' degree and have founded a very ambitious environmental organization called Sustaining Rwanda Youth Organization and grown it from being a local organization to being an east-African regional organization (Sustaining Africa Youth Organization in Rwanda, Burundi and Uganda). I have developed and confirmed my lifelong career and my

focus is only on how to improve the impact of my organisation and projects for national conservation and sustainable development.

Every RSG project that I have implemented comes with improved managerial skills, professional opportunities and several international rewards. Some of rewards;

- My first RSG project won the second price of the World Bank Connect4Climate competition. In the same year -2011 I was also chosen by United Nations Environment Program to present my RSG project and represent my country during the UN Conference of Parties (COP17) and UNEP earth generation summit;
- My second RSG project got funds worth \$450000 for expansion from UNDP Global Environment Facility. In late 2013, this project also made me nominated by UNESCO and Rwandan Ministry of Youth and ICT to represent Rwanda Youth in UNESCO Youth International Forum in Paris, France. I also received a grant and successfully organise the Rufford Small Grants Recipients' Conference in Rwanda
- My third RSG project made me nominated by US Department of State with a reference from USA Embassy in Rwanda where in April-May 2015 I participated in the most premier leadership program of USA Government (IVLP).
- At the end of my fourth RSG project, I was very happy to receive a grant and successfully organise the Rufford Small Grants Recipients' Conference in Ghana. I still enjoy a great relationship that this conference has created between me and dozens of fellow RSG project leaders from west-Africa.

I'm a very proud recipient of RSG whose intention is to excellently make it to the RSG final stage. Indeed, I'm very eager to use my new masters' skills to implement a greater RSG Project. Thank you Josh Cole, thank You Jane, thank you the whole Rufford Foundation for making my dream, of founding and sustaining an environmental NGO, come true. Thank you indeed for supporting my ideas and ambitions.