

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	Joseph Tuyishimire
Project title	Biodiversity Conservation Education for the prevention of illegal activities in Nyungwe Forest National Park (NNP)
RSG reference	20179-2
Reporting period	September 2016-September 2017
Amount of grant	£5,000
Your email address	tuyishimirejoseph@gmail.com
Date of this report	05-10-2017

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
Foundation of Biodiversity Conservation clubs in the chosen schools				In the schools of choice, biodiversity conservation clubs were established and are nowadays operational
Training of mentors of the clubs				Five mentors from Groupe Scolaire Saint Dominique Savio Karambi and four mentors from College Officiel de Mburabuturo were trained
Training of pupils in the clubs				In collaboration with the mentors, a total of 170 pupils (100 from Groupe Scolaire Saint Dominique Savio Karambi and 70 from College Officiel de Mburabuturo) were trained on biodiversity conservation and the importance of NNP in particular
Awareness raising through competitions especially sport (Volleyball and football), essay writing and cartoons				Competitions were done in four domains: football, volleyball, essay writing and cartoons. Winners were awarded and above all, not only students but also neighbouring communities especially the youth benefited from the awareness campaign
Trip to the Park				In Rwanda, tourism in national parks is considered as reserved to foreigners and sometimes, citizens do not use the place for recreation. The trip to the park helped pupils and mentors not only to enjoy the beauty of the park and get familiar with local tourism but also, it was a good opportunity to interact with the Park Managers and get more awareness.

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

During this project implementation phase, the biggest challenges were: (1) to integrate our planned activities in the timetables of the chosen schools which were themselves different; and (2) to train the largest number of pupils given the fact that each one was eager to participate. To overcome these difficulties: (1) we had to be flexible enough and work closely with the school Head teachers/clubs mentors and most of times, we have been behind the Project schedule; and (2) we tried to train as many pupils as possible and the remaining will be trained by the mentors of the clubs each fourth Saturday of the month.

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

The three most important outcomes

- i. Establishment and capacity building of Biodiversity Conservation clubs: These clubs are good channels of the principles of biodiversity conservation where pupils are regularly sensitised about the importance of the park and biodiversity in general.
- ii. Awareness about the importance of NNP is raised through competition: Youth are most of times interested in entertainment and therefore, it is a good approach for awareness raising. Messages transmitted through competitions are also beneficial to neighbouring communities especially the youth.
- iii. Pupils at school age and their mentors are aware about the importance and enjoy the beauty of Park: Through the trip to the park, pupils and mentors were able to enjoy local tourism and interact with park managers. This has also been a good opportunity for “come and see, go and tell” where pupils should be ambassadors in their families and contribute to the ban of illegal activities which are done by either their parents or relatives in the park.

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

The local communities benefitted from the project in two ways:

- i. Pupils in the clubs and their mentors are members of the local communities. They will contribute to awareness raising and consequently, are expected to be drivers of changes which will lead to the reduction and even the ban of illegal activities that are done by their relatives in the park.
- ii. During the competitions, neighbouring communities especially the youth were present and received the transmitted message at the same time as the pupils.

5. Are there any plans to continue this work?

The current project was very well appreciated by not only the two schools that were chosen but also by the local government (represented by Karambi Sector Executive

Secretary) and local communities. Other neighbouring schools were also eager to be brought on-board. We plan to raise more funds so that we could:

- i. Expand the project to other schools.
- ii. Be able to reach families of the pupils in the clubs for increased awareness raising and monitor the impacts of the project,

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

The results of this study will be disseminated through four channels:

- a. Report and Presentations to the NNP Managers: After every project in and around the park, every implementer is obliged to give a report showing findings and highlighting recommendations to RDB which is in charge of national parks management. The report is followed by stakeholders meeting where the project implementer presents the findings and discusses the lesson learnt.
- b. National and international conferences on biodiversity conservation where presentations will help to communicate the results.
- c. Case study when I am teaching biodiversity conservation.

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

Activities	Anticipated timescale	Real timescale	Comments
Identification of schools of concern	Nov 2016 (1 Month)	1 Month	The activity went as scheduled
Choice of people to be trained	Dec 2016 (1 Month)	1 Month	The activity went as scheduled
Training of Teachers (Mentors in Conservation)	Jan 2017 (1 Month)	Feb 2017 (1 Month)	The school timetable obliged us to delay the training for 1 month
Training of pupils and Establishment of the clubs	Mar-Jun 2017 (4 Months)	Mar-Jun 2017 (4 Months)	We had to condense the training in March and organize several visits due to the school timetable
Strengthening Biodiversity Conservation Clubs	Mar-Aug 2017	Mar-Oct 2017 and onward	This activity is still ongoing and we plan to regularly visit the established clubs.
Competitions	Apr 2017	Jun 2017	Given the fact that in June it is the Genocide Mourning Period, we were obliged to shift the competition in June
Trip to the Park	Jul 2017	Sept 2017	This activity was delayed due to the schools' timetable and we were

			therefore obliged to shift it at the end of September
Reporting	Sept-Oct 2017	Oct 2017	The report was in October due to the fact that we had to cope with the school timetable and, the last activity (trip to the Park) was done by the end of September 2017.

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
Identification of schools of concern	500	450	50	The transport cost was lower than anticipated
Choice of people to be trained	500	450	50	The transport cost was lower than anticipated
Training of Teachers (Mentors in Conservation	1,500	1200	300	We decided to spend lower on mentors so that we could increase the number of trained pupils
Training of pupils	750	1150	-400	The increase of the number of trained pupils had increased the budget too
Transport for the Project Managers	1,875	1700	175	The transport cost was lower than expected
Establishment of Biodiversity Conservation Clubs	500	500	0	-
Competitions	750	1000	-150	During the competitions, prices of the awards were high than predicted.
Trips to the Park	800	800	0	We did our best to match the budget with the number of students and mentors in the excursion.
Reporting	500	500	0	-
Overall	7,675	7750	-75	We had to look for this remaining budget from our revenue so that our target activities should be realized

*The local exchange rate: 1£=1038 FRW

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

In the next steps, we plan to:

- i. Expand the project to other schools.
- ii. Be able to reach families of the pupils in the clubs for increased awareness raising and monitor the impacts of the project.
- iii. Improve socio-economic resilience of poor families that depended on illegal activities (animal poaching, harvesting of medicinal and fuel wood, handcraft...) in the park.

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

Yes. Rufford Logo was on all materials (presentations and notes) that were used during this project

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

Name	Roles
Mr. Joseph TUYISHIMIRE	<ul style="list-style-type: none"> ✓ Project Coordination; ✓ Contact of key stakeholders and the donor; ✓ Development of training materials; ✓ Organization of the competition; ✓ Training of mentors; ✓ Results dissemination ✓ Reporting
Mr. Epimaque UWISHEMA	<ul style="list-style-type: none"> ✓ Development of training materials ✓ Training of mentors ✓ Training of pupils ✓ Chair of the competition assessment panel ✓ Results dissemination

12. Any other comments?

We liked the way this project was appreciated by the beneficiaries (chosen schools), the local government and communities. Indeed, the chosen schools are in remote and inaccessible area and it is unfortunate that most of projects are targeting accessible places (which should not be the case). Through this project, we were able to bring our contribution in those abandoned areas and we plan to do more in the future.