

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	Emma Baah Agyapong
Project title	Conservation of community forest fragments in the transitional zone of Ghana
RSG reference	23301-1
Reporting period	Final report
Amount of grant	£5000
Your email address	eb.agyapong@greenwaterhut.org
Date of this report	11 th December, 2018

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. To promote the conservation of community forest patches and riparian vegetation in three communities along the Black Volta Basin.				All three communities were reached and this was effective since the local media were supportive and still ongoing until the end of 2018.
2. To embark on mass education on the importance of forest and riparian vegetation in supporting wildlife (especially crocodile) and formation of Environmental Management Clubs (EMC) in five schools and formation of Community Fire Management Advisory Groups (CFMAG).				Even though the planned 1000 community members were reached, several other fringe communities need to be educated. EMC was formed in four basic and one senior high school to continue the spread of conservation messages among their peers. CFMAGs were also formed to manage wildfires. In all a total of 100 members were selected as group members.
3. To assist community members to map and assess tree and reptile (crocodile) species in selected riparian ecosystems to serve as a basis of management plan design.				Seven members (men) from the three communities were trained and involved in the mapping and assessment of their resources.
4. To build the capacities of 100 local members to effectively manage their own resources and equip them with information and planning framework necessary to protect and conserve them and development of management plan				100 community members, which included 10 teachers, 15 traditional leaders, three assembly members, 20 church leaders, 25 locals and 27 students' capacities, were built on the effective management of their resources in all 60 were men and 40 women.
Design of Management plan for one community				The design of management plan for one community is yet to be done.

5. To train members on nursery establishment and establish a nursery with a stock of 1000 seedling trees as buffer zone along one priority riparian forest fragment.				30 selected members were trained (20 women and 10 men) in nursery establishment and 1000 indigenous tree seedlings have been raised.
6. Planting of seedlings				Seedling yet to be planted during the onset of rain (In March 2019).

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

There was a challenge in the selection of the three communities among several others as project location. Most of the communities were interested in the project and we needed to bring them all on board. In order to avoid conflict of interest we had to guide them to select key communities (based on our observation during reconnaissance survey) and made them to choose by voting.

There was a challenge in the identification of the crocodile species in the various ponds, most especially in Menji and Maaluwe. They were not coming out since the water table was high and crocodiles were not friendly. By sharing of expertise among communities, Klumasa (who has local ways to call crocodile out of their pond) taught the other communities how to use local ways to make them come out of the water.

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

1. We created a common platform where the three communities come together to share ideas on the ways to manage riparian ecosystem and crocodile species in their communities. As a result of this the communities have teamed up to continuously meet to find the best ways to manage their resources collaboratively.
2. Because of the education, campaigns and continuous monitoring, people have come to realise the importance of forest, riparian ecosystem and crocodile species in supporting their life and environment and as at the time of reporting, there was no report of felling of tree, killing of crocodiles, fishing and bushfires, which were previously rampant.
3. The formation of strong groups (EMC and CFMAG) in the communities who will ensure the continuity of the project. Moreover, establishment of model nursery (the anticipated fruit trees could not be raised due to higher cost) to be used to restore portions of degraded sites in major raining season.

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

Initially there was a challenge of involving women in the project. Women have not been considered as decision makers in the communities according to their traditions and felt incompetent to be involved in the project. However, with patience and continuous education there was change in mind-set and attitude and later on shown interest and took part fully.

Local communities were directly involved during the onset of the project, from assessment to raising of seedlings. Their views were solicited and included during the implementation plan design and execution of the project activities, and they played the leading role in executing most of the activities, which motivated them to be responsible and fully involved. Community members have realised the need to preserve their forest including riparian ecosystem and crocodile species, which have the potential to become a tourist site in future.

The skill of the selected members on conservation of riparian vegetation and crocodile species have been built as well as how to raise tree seedlings for restoration of degraded areas. Community members were eager to establish their own tree nursery for planting and selling to generate income.

Moreover, the threat of bushfires to food crops and other properties in the three communities were highly minimised since last year.

5. Are there any plans to continue this work?

Yes.

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

We plan to share the results via Green Water website, the final printout will be distributed to Forest Services Division, Wildlife Division, the District Assemblies and the Schools within the project areas.

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

It was used for 12 months as compared to the 15 months period. However, the remaining planting and silvicultural management will be done by local communities and will still be supervised by the project team in the coming raining season.

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
Community consultation and interview	213	213		
Survey and inventory of 3 fragments	3,186	3,186		
Community education and capacity building	225	482	257	We had to use the amount (257) budgeted for development of management plan to support education and capacity building
Formation of Environmental Management Clubs and Fire Management Advisory Groups	108	108		
Development of management plan	257			Was used this amount to support education and capacity building programme
Nursery establishment	959	1120	161	Forestry Commission supported in supplying seeds for nursery establishment amounting to 161
Printing and distribution of final report	52	52		
TOTAL	5000	5161		* Exchange rate used was 5.65 * The anticipated fruit trees could not be raised due to limitation of resources nevertheless, tree seedlings were raised.

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

We are planning to continue our education programmes to surrounding communities since their activities may have direct influence on the resources. We intend to support community members in raising seedlings (thus fruit trees where communities will get direct benefits to motivate them to protect the trees) for planting of other degraded sites and equip the volunteers and EMC with tools and equipment to fully effectively in their activities.

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. The logo was used in the simplified handouts, t-shirts used to educate people on the management of forests and riparian vegetation. They were updated on the progress of work and the foundation will be updated in a separate report.

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

Emma Baah Agyapong- played the leading role in all the project activities. This included the mobilization of community members and stakeholders, which included Forestry and Wildlife department, Assembly Members, local leaders (Chiefs), Teachers, Students etc. during training and workshops. Also involved in the training and capacity building of selected persons on the management of their resources and nursery establishment. Emma assisted in the assessment of tree species and in documentation and report writing. Moreover, Emma assisted in the monitoring and evaluation of the project and final report and distribution of reports to stakeholders.

Abdul Nasirudeen Fatawu- Assisted in the community mobilization and training on mapping and assessment of trees and crocodile species and data collection. He also involved in the training and capacity-building workshop as well as education programs.

Martin Kusi- assisted in the assessment of trees and crocodile species.

John Baptist- assisted in community mobilization, video recording, and taking of photographs and as a driver throughout the project.

Ghanson Dwamena Rachel and Abdulai Mohammed- Assisted in community education programs in schools and in communities and serve as interpreters of local dialects when necessary.

12. Any other comments?

Zuobog Philip Neri could not participate since he had an admission to further his education abroad.

My advice is that for smooth running of projects it is better to start with one community than to involve several communities, which is likely to result to conflicts among communities with different belief and plans.

We would be very grateful if Rufford Small Grant will provide further final assistance to continue our project. We have now collaborated with the district Assembly Forestry commission and wildlife on education programmes and have also obtained training programmes such as projector, laptop, camera and GPS navigator by Idea Wild.