

## 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. 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. 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**

<b>Grant Recipient Details</b>	
<b>Your name</b>	Cosmas Nzilili
<b>Project title</b>	Chyulu Hills Forest Rehabilitation through Participatory Learning in Schools
<b>RSG reference</b>	8322-1
<b>Reporting period</b>	1 <sup>st</sup> Sept 2010 to 30 <sup>th</sup> August 2011
<b>Amount of grant</b>	£5919
<b>Your email address</b>	<a href="mailto:sikizanatrust@gmail.com">sikizanatrust@gmail.com</a>
<b>Date of this report</b>	31-08-2011

**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
<i>Six environment clubs will be developed from 6 schools</i>			√	While the six clubs were formed at Mwitasyano, Mbukoni, Kithing'iisyo, Mutomo, Yumbuni and Ngomano primary schools, only three are active. These are Mwitasyano, Mbukoni and Ngomano.
<i>Six indigenous tree nurseries will be started in six schools</i>		√		This having been an educative project challenging existing behaviour, there were elements of resistance. One of the schools that we fenced a tree nursery, did not even plant one tree.
<i>One weekly radio talk show for 40 weeks will be run as a means of promoting public awareness and knowledge on the conservation of the Chyulu hills.</i>		√		We did 10 radio talk shows and complimented with continuous news brief.
<i>3000 trees will be planted by end of 12 months by six schools</i>			√	One of the schools, Mbukoni primary planted 3000 trees in its newly formed school mini forest.
<i>3000 trees will be planted within the first 12 months by community groups</i>		√		This was the most difficult objective to achieve. The community has been resisting the idea of conservation. While we did really achieve the target, by month 10 we started getting good support and four environment groups formed.
<i>One location environment committee to be initiated to facilitate mainstream conservation activities and good attitude in the day today activities of the community.</i>			√	This was our last major event. With support from the local administration a peace and environment committee was launched in August 2011. The same month saw formation of a community Based Organization covering the whole location. This is in preparation for incoming project to be implemented by UNEP.

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

There was resistance from some schools to start the tree nurseries. It was very surprising because they were present at the planning stage. We found out later some community members in those schools were charcoal dealers and were feeling being affected by the training. We ignored them and moved on with the rest. By May 2011, two of the school complied when they realised that Kenya Wildlife Service was giving greenhouses with schools that were implementing the programme well. One has not taken up the challenge.

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

- Two pupils from participating schools were able to participate in the UNEP Tunza children conference in Bandung Indonesia. This has increased other schools morale to initiate environment project in their schools. One of the beneficiaries featured in a local leading newspaper on the children involvement in Chyulu hills conservation.
- Wildlife-human conflict has gone down. The outreaches in schools and through the media have increased community understanding and appreciation of the importance of Tsavo West National park and Chyulu hills forest. Notably, bushmeat is no longer being distributed.
- Community involvement in conservation activities has increased. A good example is a group of women that requested our office to give them a space to start a tree nursery. The nursery is doing well. Sikizana has received a certificate of recognition from National Environment Management Authority (NEMA) for fearless campaign against charcoal burning and wood carving.

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

- During the installation of tree nursery fences, the community provided local material and unskilled labour.
- The tree nurseries are now managed by the schools themselves. Each school has appointed an environment to oversee the operation of the environment clubs.
- One school, Mbukoni Primary has been given a greenhouse by Kenya wildlife Service for outstanding performance in the project.
- Parents have been helping the children in collection and identification of indigenous seeds.

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

- The location has 23 schools and there have been desires and demands that we initiate the tree nurseries in all the schools. Given availability of funds, there is need to continue the campaign and practical teaching by starting tree nurseries in more schools.
- We have seen other donors interested in supporting schools that are keen in implementing the tree nursery projects. It is good we have more schools

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

There has been increased interest by the media about my efforts to conserve the Chyulu hills. We expect to use this avenue more aggressively. I have also been using social media like face book to communicate my activities. I will also appreciate Rufford coverage of my project in their websites.

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

The project started in 2010 September and ended in October 2011. For the project to leave a long lasting impact, the adequate period is 36 months. This comes handy given that it is a project that targets to transform norms, behaviours and economic practices.

**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
Laptop	600	625	(25)	<i>Changes in prices of electronics arose due to fluctuation of the Kenya.</i>
Projector	500	550	(50)	
Screen Cloth	42	88	(46)	<i>It turned out the material we got quotation on was inferior quality and unsuitable for our terrain.</i>
Digital Camera	167	225	(58)	<i>Changes in prices of electronics arose due to fluctuation of the Kenya.</i>
Photo Printer	210	208	2	<i>Changes in prices of electronics arose due to fluctuation of the Kenya.</i>
Portable generator	290	283	7	<i>Changes in prices of electronics arose due to fluctuation of the Kenya.</i>
Consultancy	500	433	67	<i>This saving arose from use of local skilled persons</i>
1000 litre Water tanks	300	117	183	<i>One school did not take the project serious while three schools received tanks from other sources</i>
Chain link rolls	1,050	1,080	(30)	<i>This was due to slight changes in prices</i>
Metalic posts	225	225	-	
Seedling bags	210	200	10	
Chyulu hills and Umanyi springs trips	250	324	(74)	<i>The actual cost was 250. The extra 74 was used to support two beneficiaries (Pupils) who were travelling to Indonesia for a children conference</i>
Tsavo West and Mzima spring trips	250	250	-	
Public video shows-Fuel	100	98	2	
Banner 125 0 125	125	125	-	
Administrative cost, stationery, printing, travel	750	734	16	
Volunteer upkeep 350 0 350	350	350	-	
<b>Totals</b>	<b>5,919</b>	<b>5,916</b>	<b>3</b>	

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

- Expansion of the project to the remaining 17 schools is very critical. This will ensure that a population of 6000 pupils annually is growing at the same constant level.
- During the implementation of the project, the youth formed a vigilante group. They visited the forest to explore the destruction. There is a need to sustain their morale and therefore the next level needs to include an income generation activity for these young people to compensate for their time.

**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?**

Yes, I printed a banner with the RSGF logo and we displayed it at all conservation activities including during World Environment Day. At the World Environment Day, we had an exhibition on where RSGF was prominently highlighted.

**11. Any other comments?**

The overall and long-term success of the initiative will depend on a continuous implementation for about 36 months. It will be very supportive of RSGF if they could continue supporting the initiatives or referring it to other conservation inclined donors.