

## 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	Pushkin Phartiyal
Project Title	Developing Compass for Environment Education Tourism in Community Forests (Van Panchayats) : learning to sustainability
RSG reference	9788-1
Reporting Period	June 2011 to May 2012
Amount of Grant	£ 5991
Your email address	<a href="mailto:pushkin.lead@gmail.com">pushkin.lead@gmail.com</a>
Date of this report	May 16th 2012

**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
Development of an environmental education tourism manual			Yes	A manual for Ashota and That VP has been developed through community participation. In addition, a common manual which acts as a template for all the VPs has also been developed for initiating and attracting schools towards environment education tours.
Field test of manual			Yes	Two tours for students of two different schools of Almora were conducted for testing developed manuals.
Development and publication of manuals and publicity material			Yes	Seven different publications were developed and published to disseminate information regarding environment education tourism in VPs.
Publicity			Yes	The flyers have been developed and a meeting with stakeholders were organised to disseminate the concept. Print media was approached and pictures as well video clips have been captured during course of field trips.
Ensuring a source of income for villagers		Yes		Additional income is predicted through organising school trips to village and VPs, however, to make it a regular income source further efforts and time is required.
Motivated villagers and VP council to further conserve natural resources and biodiversity of forests			Yes	Communities residing in Ashota and That are already involved in conservation and protection of the natural resources and forest. After organising the tour and learning through the manual about the prospective of eco tourism in VPs it had further strengthened them to take conservation practices more enthusiastically.
Students having grassroot knowledge about natural resources, environment and its conservation practices			Yes	The children expressed overwhelming interest in the forest, village traditions and sustainable practices undertaken by the community. They were positive about the concept and shared their views for further organising such trips.

Sharing the manual with State Government and stakeholders			Yes	Meetings with senior officials of Forest Departments, Head of Forest Training Institute, GIZ officials, and officials of GRAMYA Project and Aajeevika project were organised to share the outcome. Various workshops of concerned members of different Community Forests ( <i>Van Panchayats</i> ) were organised during the project period.
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**2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).**

- I. Manual: The environmental education tourism manual was initially written in English and refined after feedback from the first tour. However, this meant that villagers could not follow the manual during the first tour, but this was resolved by translating manual in Hindi language. During the second tour students as well as villagers were well versed with the manual and followed it easily.
- II. Weather: The first visit of students to the village was delayed due to heavy rains as it was difficult to access VPs and the path was unsafe and risky. This problem was easily tackled by rearranging the tours after rainy season.
- III. Age of the students: The first group of students those visited Ashota VP were younger than anticipated. The walk around the VP was particularly challenging for them, especially in the hot and humid weather. However, in second tour the age of the students was considered before organizing the trip to avoid any problem during visit.

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

- I. Development of a manuals and common tour layout (flayer) which can be used for further extending environmental education tourism programmes.  
 This project also provides a framework for carrying out professional eco-tourism programmes which may be implemented in other VPs in the future.
- II. Option for additional income for villagers.  
 Villagers will be paid for the students those visiting VPs. This provides income for the villagers and will therefore indirectly help to preserve their way of life and curb migration out of the villages. This gives villagers ownership of this enterprise so there will be fewer leakages in terms of benefit sharing from the economic returns.
- III. Students learn about forest biodiversity, traditional rural life and practices adopted to conserve their resources in a sustainable manner.  
 Students during the tour learnt about forest ecosystems, flora and fauna. They also learnt about the traditional rural life and the ways in which local people use the resources available in forests. This helps to increase the students' understanding of Uttarakhand's culture and native plant species and further building positive links between rural and urban communities.  
 The tour provides details of management practices in the villages (chaff cutters, mangers, biogas units, roof water harvesting tanks, composting units, etc.) and in the forests (plantations of tree species and MAP, creation of micro reservoirs, trenches, etc.). Details of sustainable practices introduced by CHEA to reduce forest degradation have also been

disseminated. Feedback from student showed that they had particularly enjoyed discussing with Self-Help Groups (SHGs). Students also learn about the role of forest management in tackling local, regional and global environmental challenges. Students were keen to implement environment friendly practices at their home.

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

The environmental education tourism programme will create a new avenue for income generation for the villagers and thus such incentives will facilitate in conservation of the forests and ultimately helps to sustain their traditional way of life and the forests. Villagers will be responsible for leading the tours and disseminating information. Involvement of villagers in tours strengthens the links between rural and urban communities.

Initial interviews with villagers via appreciative enquiry assisted to make the villagers 'proud' of their rural lives.

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

This particular model will be introduced to more VPs through CHEA's on going project and by involving more VPs through organisations and line departments. However, further school visits will be carried out in Ashota and That VP. Feedback from the tour has been used to refine the manual. Feedback from proposed tours will also be used to further refine the manual. Continued training of villagers will be carried out on proposed future tours. A manual for environmental education tourism will be sent to all VPs. CHEA has now formed a state level coordination committee of the *Sarpanchs* (Head of the VP) and is now involved in organising district level workshop throughout the state. Sharing on the scope of introducing environmental education tourism at suitable VPs has been identified as an agenda in the district level workshops. In future, we envisage that an annual VP tours becomes regular events in participating schools.

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

For sharing the outcome of the programme various meeting with and workshop were organised through out the project period and will be continued to up coming months as one more workshop on the topic of environment education tourism and its prospects in VPS is scheduled for June 2012.

However, meeting with all the concerned senior officials of government, projects and organisations were conducted to disuse the various aspects of environment education tourism and its scope in VPs which are given as under:

1. Presentation at Forest Training Institute (FTI), Haldwani, Uttarakhand.
2. Programme Sharing with Conservator of Forest, Uttarakhand.
3. Meeting with Chief Project Director, GRAMYA (Uttarakhand Integrated Watershed Development programme).
4. Meeting with Projector Director, Aajeevika (IFAD supported project on rural development).

For providing better outreach of the objectives of the programme three workshop were also organised in different venues of Uttarakhand which are as follows:

- a) Workshop on VP and its potentials was organised at Didihat, Pithoragar District in November 2012.
- b) The presentation was presented to share the finding and results of the project in workshop of *Sarpanchs* (Head of VP council) organised by CHEA and at Nainital in April 2012.
- c) One day workshop on sharing the outcome to the community members at Kalyanika Ashram, Dole, Almora.

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

	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Planning and review of literature												
Identification & selection of VPs												
Resource Mapping												
Manual Development for Ashota & That VP												
School visit												
1 <sup>st</sup> Field testing of manual												
Analysis of feedback												
Manual Improvement												
Common manual Development for VP												
Visit to different schools												
2 <sup>nd</sup> field testing of manual												
Analysis of feedback												
Improvement on That Manual												
Refining of general manual												
Development and publication of training and Template of Manual												
Development of publicity material												
Sharing with Government and other stakeholders												

The project work commenced in June 2011 and planning was carried out for field implementation. However, the field work was initiated on 9<sup>th</sup> July 2011.

From 9<sup>th</sup> July – 31<sup>st</sup> August, research and mapping of two villages was carried out and written work on manual was done. The first pilot tour of Ashota VP was organised on 27<sup>th</sup> August 2011 in which 30 pupils from Sharda Public School, Almora visited. Feedback received after tour was used to modify the manual and route map and accordingly results were presented on 31<sup>st</sup> August.

Another tour to That VPs was organized for the pupils of Maharshi Vidhya Mandir Public School, Almora on 20<sup>th</sup> December 2011. In all, 29 students along with two teachers and 15 community members including VP council representatives participated in the day long tour.

After the completion of the both field tour tests the views were discussed with the community members as well as with other organisation and line departments through conducting one day workshop at Kalyanika Ashram, Dole in Almora.

From January 2012 onwards the process of concept development, layout designing and publication of the manual, literature and publicity material were carried out by the project team.

**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
Business Climate Consultations with educational institutes and VPS	143	137	6	
Developing methods of VP resource inventory	214	208	6	
Developing Environmental Education tourism manual for VPs	357	347	10	
Filed test of the manual by organising 2 tours of school children	571	577	-6	
Feedback consultations on the visit and use of manual	143	137	6	
Firming up and publication the Environmental Education Tourism VP forests Manual and publicity material	1286	1293	-7	
Sharing of the manual with stakeholders and State Government	457	462	-5	
Project Coordinator 60-man days @ GBP 20/day	600	600	0	
Project associates 6-man months @ GBP 172/month	1032	1032	0	
Project related travel 45 days @ GBP 20/day	900	907	-7	
Office supply and consumables 12 months @ GBP 14/month	168	169	-1	
Communication 12 months @ GBP 10/month	120	120	0	
<b>Total</b>	<b>5991</b>	<b>5991</b>	<b>0.11</b>	

**GBP 1 = INR 72.74 - Since the difference in various budget item is minor and also being adjusted at the total no specific comments for each item is given.**

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

- Continuing the tours in Ashota and That VP after consultation with VP council and school administration.
- Initiating tours in more VPs of the CHEA's project areas after publicising the concept among various schools.
- Approaching other organization and line department for organising such tour in potential VPs.
- Sharing manual, literature and publicity material with other stakeholders and other VPs for extending the concept.
- Regular analysis of feedbacks to improve manual as per need and for specific VPs.
- Further encourage other VPs to take up educational ecotourism as an income and resource generation activity.
- To attain aforesaid next steps the immediate next step is to develop a statewide resource map that will have information on suitable VPs to be involved for environment educational tourism. The learning from implementation of the present project has given great in-sight to carry forward the concept of bridging the gap between students, environment and rural 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?**

RGF logo was used in all events organised and documents published under the project. All the participants i.e. students, teachers, school management, VP council members, community members were briefed about the RSGF in general and objectives of the programme in particular.

**11. Any other comments?**

Feedback from the school children and teachers were positive and enjoyed the day tour by upgrading their knowledge about village, forest and natural resources. They also realised the importance of forests and nature for quality life.

In Uttarakhand state during 2012-13 two new developmental projects focused on rural livelihoods will be introduced. CHEA is in touch with the project authorities in government to adopt the model of environmental educational tourism. So far positive response is encouraging and CHEA has offered to extend any support required.



## Feedback form for the students and teachers

1. Did you like the tour?

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2. Which part of the tour did you like best?

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3. Was there enough time to see everything?

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4. Did the VP members explain the information well?

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5. Was the information given too simple or too difficult or just right?

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6. Did you learn about the villages from talking with SHG members?

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7. Did you like the lunch?

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8. What did you learn from your visit?

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9. Will you now do anything differently to help conserve the forest?

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10. Will you tell your friends and family about what you've learnt?

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11. Do you think students should visit in future?

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12. What else should go in the handout?

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13. Do you have any suggestions for making the day more useful?

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## Feedback form for VP & Community members

1. क्या पर्यावरण शिक्षा के प्रसार में वन पंचायत एवं ग्राम का भ्रमण लाभदायक रहेगा? (Is visit to Van Panchayats and Village is beneficial for extension of environment education?)

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2. वन पंचायतों के सुदृढीकरण एवं प्रबन्धन में शैक्षणिक भ्रमण का योगदान लाभदायक है? (The exposure visits to Van Panchayats would contribute in strengthening and managing them)

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3. क्या ऐसे कार्यक्रमों से वन पंचायत एवं समुदाय का भी ज्ञानवर्धन होगा? (Such visits would also enhance the skills and knowledge of local community)

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4. भविष्य में ऐसे कार्यक्रम होने चाहिए या नहीं? (Such programmes need to be organized in future or not)

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5. क्या शैक्षणिक भ्रमण भविष्य में आय सृजन में सहयोग करेंगे? (Such visits would assist in generating income for VP and community)

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6. ऐसे कार्यक्रम को और प्रभावी करने के लिए आपके सुझाव? (Your suggestion to make the visit more effective and fruitful)

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