

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	Diti Mookherjee
Project title	Urban Nature Conservation with School Students, India
RSG reference	1063-C
Reporting period	January 2015 to 31 August 2016
Amount of grant	£15,000
Your email address	asedkol@gmail.com
Date of this report	30 December 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
1. Improved understanding of urban biodiversity by middle-school students				<p>We tried to gauge the change in understanding of biodiversity and its conservation through a knowledge and attitude quiz administered at the beginning and end of the project. The two quizzes are given in Appendix 1 and 2. The results which reflect the change in knowledge and attitude are given in Appendix 3. There have been some negative results. We are trying to find the reasons for this – whether it because of faulty design of the quiz, faulty marking of the quiz or a problem with our programme design.</p>
2. Practical experience by the youth in promoting nature conservation				<p>A description of the school projects created and executed by the Green Rhinos teams are given in Appendix 4.</p> <p>Three schools in Kolkata and one school in Delhi were unable to complete their projects due to lack of time.</p> <p>One school could not start the project work due to lack of initiative on the part of the mentor teachers who did not give the Green Rhinos team the encouragement and organisational support.</p>
3. Improved understanding among				<p>The mentor teachers of most of the participating schools were</p>

<p>teachers on how to encourage youth to conduct nature conservation projects</p>			<p>impressed and excited with this novel approach to working with young people on action based projects which they created and implemented themselves, with support from the teachers, as and when needed.</p>
<p>4. Creating a common platform for cooperation by youth for nature conservation</p>			<p>Very successful in Siliguri, successful with two schools in NCR, successful with five schools in Kolkata. Need to sustain it for future. Participants are interested in meeting in person more than virtual meetings.</p>

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

In Ballygunge Government School the school authorities, mentor teacher and Green Rhinos (participating students) started the programme with enthusiasm. The Green Rhinos team created their school projects which were to install dustbins, made out of recycled materials, in classrooms and plant 100 trees/ shrubs in their school compound. However the mentor teacher lost interest in the project and convinced the school authorities that there was not sufficient time to conduct the projects with the students. We repeatedly approached the school authorities but they were not interested. The Headmaster post had been vacant while this happened. We contacted the school alumni and one of the alumni members contacted the newly appointed Headmaster, who attended the Sharing Workshop in Kolkata and expressed interest to conduct the programme in the school in future.

Two more schools in Kolkata did not continue their projects due to lack of time. The Green Rhinos teams were pre-occupied with their routine examinations and the mentor teachers were not motivated enough to help them to find the time to continue with the projects. We were not able to assist with this since we were external to the working of the systems in these schools.

In one school in Delhi the students who were part of the project were in Grade 8 when they were inducted into the project. However their school is a junior high school and they left the school after Grade 8. Their project work was hampered because of this. It was a wrong choice on our part to choose a junior high school. Our programme is geared to working with high schools.

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

1. Students understood their power to bring about environmental change in their school/ among their family/ community.
2. The students developed leadership qualities and enjoyed working as a team. Teamwork has resulted in them achieving big results which were hitherto not conceived of or achieved.
3. The project has provided the opportunity for ASED to showcase the Green Rhinos Program in the urban areas of Delhi, Gurgaon, Siliguri and Kolkata. This has resulted in the participating schools understanding the power of the programme. Few of them are interested in paying fees to participate in the programme in future. Other schools after hearing from the participating schools are also getting interested in the programme. Educators are getting interested in the value of the program not only for environmental education and environmental leadership but also for mainstream education.

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

- School students, other than the Green Rhinos teams, of the participating schools have benefitted from the school projects like:
 - Creation of a butterfly garden in Maheshtala Girls' High School, Kolkata.
 - Creation of a small garden and vermi-compost pit in Mahadevi Birla World Academy, Kolkata.
 - Awareness creation about environmental consciousness in Jermel's Academy, Siliguri.
 - Protection of local biodiversity around Tarai Tarapada Adarsha Vidyalaya, Siliguri.
 - Tree plantation in Rabindra Nagar Girls' High School, Siliguri.
 - Creation of a garden, including medicinal plants, in the school campus of Nilinalini Vidya Mandir, Siliguri.
 - Students of Holy Child School, Delhi made aware about using recycled paper.
 - Students of Shalom Hills International School and Ahlcon International School, NCR made aware about bettering their environment.
- Parents of students of Jermel's Academy, Siliguri have been made aware about becoming environmentally conscious.
- Parents of Green Rhinos of Shalom Hills International School and Ahlcon International School, NCR made aware about bettering their environment.

- The local community around the polluted Chowbhaga canal near Heritage School, Kolkata have been involved in a dialogue to clean up the canal.
- Local community in which Green Rhinos of Shalom Hills International School and Ahlcon International School, NCR live, made aware about bettering their environment.

5. Are there any plans to continue this work?

Yes. Our goal is to create 10,000 Green Rhinos by December 2018.

We are expanding the Green Rhinos programme and taking it to other urban and rural areas of India. We are doing this through a mixed revenue model – funded programme for schools that cannot afford to pay (like government schools) and paid programmes for private schools and international schools. We are currently working with schools in the urban areas of Kolkata and Hisar and in schools in the Sundarban Biosphere Reserve and Bhitarkanika Wildlife Sanctuary. We have created more than 3600 Green Rhinos since the inception of the programme in 2012.

We are in the process of developing a Programme Implementation Manual for organisations/ schools that wish to implement the Green Rhinos Program in collaboration with ASED.

We wish to develop a Trainers' Manual for teachers and senior Green Rhinos who wish to become trainers for the Green Rhinos Program. This manual will be explained to the trainers through a training programme.

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

- We have a blog www.medium.com/green-rhinos and Facebook page <https://www.facebook.com/GreenRhinos/>.
- A newspaper article has appeared in a popular Bengali newspaper and it has received coverage in a popular television news channel in Siliguri.
- The results of our work have been shared through networking with the following organizations/ schools:
 - West Bengal Biodiversity Board and the Department of Environment, Government of West Bengal.
 - Sri Sri Academy, Kolkata
 - Nature Mates <http://www.naturemates.org/> .

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

The grant was used over the period January 2015 till August 2016. This is longer than the anticipated length of the project which was from January 2015 till December 2015.

The reasons for this were:

1. The interventions in the schools started from April 2015 as this is the start of a new school year and the teachers preferred to start from this time.
2. School holidays and frequent class assessments and examinations resulted in the projects taking longer to complete than initially anticipated.

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
Transport	2748	1629	1119	We were able to save on transport costs as we used our personal vehicles, at cost, and public transport, whenever possible
Board and Lodge	1560	1168	392	We were able to find accommodation at reasonable costs or could stay with relatives in Delhi so the entire amount was not spent.
Leadership Training and Mentoring Training	964	775	189	The venue hire and food was cheaper than budgeted for in Kolkata and Siliguri.
Sharing Workshop	854	845	9	
Resource Materials	1337	1040	297	We were able to get lower rates than budgeted for.
Project Team Fees	5836	6523	-687	Since the project continued for 20 months instead of 12 months, as budgeted for, Project Team members received fees for the additional 8 months, as per services rendered.
Equipment	583	541	42	We did not purchase a digital camera

				as we bought one from another project. Instead we purchased a refurbished laptop computer.
KABP study	300	288	12	
Administration	818	999	-181	Administration costs were higher than budgeted as the project continued for 20 months instead of 12 months, as planned.
Total	15000	13808	1192	We had budgeted at 1 GBP = INR 101. When we received the funds in January 2015 the exchange rate was 1 GBP = INR 94. So the amount we received in INR was approximately 10% less than what was budgeted for. Hence the apparent difference in the budgeted amount and the actual amount spent.

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

We need to develop a training manual for mentor teachers and older Green Rhinos who wish to become trainers as well as others interested in becoming trainers for the Green Rhinos program. We wish to create trainers for the Green Rhinos Program through workshops and use of the manual.

We need to find ways to keep the alumni engaged. We had planned to connect them through appropriate social media. However after taking the feedback from Green Rhinos teams in Kolkata, Siliguri, Delhi and Gurgaon it seems that these young people wish to be connected in person and not virtually. This has been learning for us and we are considering having an annual meet for the alumni in each of the cities where we are working. We are also considering making our website interactive so that present Green Rhinos, Green Rhinos alumni and Mentor Teachers can engage with us on an ongoing basis.

The programme is moving from being an environmental education and conservation programme to include leadership development and including environment awareness into mainstream education. We are working on ways to incorporate the programme into school curriculum. This will help to get more school authorities and teachers interested in the programme which will lead to it spreading faster and to more cities and towns.

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 used the RSGF log on all website, our announcement and activity banners, invitation card for the Kolkata Sharing Workshop, power-point presentations on the "Biodiversity of India", "Biodiversity of West Bengal" and the "Biodiversity of Kolkata".

We have used the logo for videos on our blog www.medium.com/green-rhinos and on our Facebook Page <https://www.facebook.com/GreenRhinos/>

11. Any other comments?

The Green Rhinos Program is copyrighted and the logo is trademarked. It is the flagship program of the Association for Social and Environmental Development (ASED).

The programme is poised to take a big leap forward. It has received internationally recognition from the UN Economic and Social Council (ECOSOC), see Appendix 5; the Shore Line Project <http://theshorelineproject.org/portfolio/sefali/> ; Global Women's Leadership Network <http://www.gwln.org/profiles-of-impact/diti-mookherjee> .

We are using a mixed revenue model where schools that can afford to pay are paying for the programme and those that cannot are being funded from foundations and corporations. This will help the programme to be sustainable in the long run.

We wish to express our deep gratitude to the Rufford Foundation for the successive grants which have allowed us to experiment with the work of biodiversity and nature conservation with youth. This support has contributed to the creation of the Green Rhinos Program!

Selection Questionnaire for the Green Rhino Leadership Programme:

Name: _____

School: _____

Class/Section: _____

1. Tick the name that is the most accurate:

	<input type="checkbox"/> Parrot <input type="checkbox"/> Tota Bird <input type="checkbox"/> Parakeet
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2. Tick the name that is the most accurate:

	<input type="checkbox"/> Bear <input type="checkbox"/> Himalayan Bear <input type="checkbox"/> V Neck Bear
---	--

3. Tick the name that is the most accurate:

	<input type="checkbox"/> Rajnigandha <input type="checkbox"/> Orchid <input type="checkbox"/> Raat-ki-Rani
---	--

4. Use any **four** words in a sentence of **more** than 11 words but **less** than 21 words. The four words that you've selected can appear in any order in your sentence. Please circle the four words you've chosen.

Fight War Fire Fear Leaf Pup Milk
Tree Cry Feed Save Love

5. Tick the word or phrase that is closest to the meaning of: **Nourish**

- Look after Feed Make healthy again

6. Tick the word or phrase that is closest to the meaning of: **Recycle**

- Reduce Convert into another useful thing Re-use

7. Tick the word or phrase that is closest to the meaning of: **Imagine**

- Dream Create Think

8. You are already five minutes late for school. You notice a small blind kitten being attacked by crows. What would you do?

Selection Questionnaire for the Green Rhino Leadership Programme:

Name: _____

Class/Section: _____

School: _____

Male/female: _____

Category: SC/ST/OBC/GENERAL

1. Tick the name that is the most accurate:



Garden lizard

House lizard

Gecko

2. Tick the name that is the most accurate:



Leopard

Jaguar

Cheetah

3. Tick the name that is the most accurate:



Neem

Tulsi

Mango

4. Write a short story of three sentences beginning with any **one** of the phrases from the list below. The sentences should be related to each other. Circle the phrase you have chosen:

the tree stump **the barren ground** **the dirty street** **the vanishing sparrow**

5. Tick the word or phrase that is closest to the meaning of: **sustainable**

- conservation long term use recycle

6. Tick the word or phrase that is closest to the meaning of: **monitor**

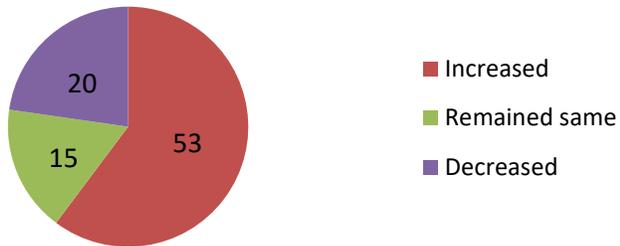
- study improve evaluate

7. Tick the word or phrase that is closest to the meaning of: **initiative**

- take action plan complete

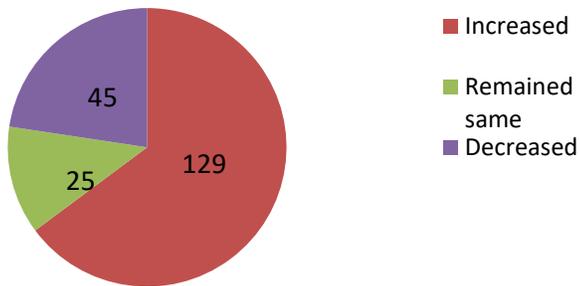
8. You find out that a tree near your house has to be cut down due to a safety hazard. What can you do to reduce the environmental damage?

Responses received from Green Rhinos of Kolkata schools



Change in Knowledge and Attitude of some Green Rhinos who participated in the project.

Responses received from Green Rhinos of Siliguri schools



Responses received from Green Rhinos of Delhi schools



URBAN NATURE CONSERVATION IN INDIA WITH SCHOOL STUDENTS

SCHOOL PROJECTS

KOLKATA:

NAME OF SCHOOL	PROJECT	OUTCOMES
1. MAHESHTALA GIRLS HIGH SCHOOL	Observation and identification of butterflies around their school premises	They made a butterfly garden in their school campus by taking help from butterfly expert. Studied the lifecycle and behavior of the butterflies.
2. GONIPUR HIGH SCHOOL	Study of plant and tree biodiversity	They studied plant and tree biodiversity in their local area. Applied pitfall trap method to study insects living in and around the plants and trees.
3. MAHADEVI BIRLA WORLD ACADEMY	Plantation around school premises , fund raising and making handicrafts out of waste	They planted saplings and nurtured them. They raised a fund of about 8000 rupees by selling key rings and other items made by students in their school carnival. They arranged awareness campaign in their school. They also prepared a vermicompost pit.
4. LORETO DAY SCHOOL BOWBAZAR	Cleaning of school area	They are unable to complete the whole project due to their school schedules and election. They needed the permission from the local authority to clean and put dustbins outside the school campus. But could not get that because he was unavailable due to election. But they were successful to keep the area inside their school clean. It is a no plastic zone inside their school campus. They promised to complete their whole project.

NAME OF SCHOOL	PROJECT	OUTCOMES
5. HERITAGE SCHOOL	Cleaning up of Chowbhaga canal in front of their school	They conducted a small awareness session with the villagers to make them understand about keeping the canal clean. However they are unable to complete the whole project due to their school schedule.
6. MAHESHTALA BOYS HIGH SCHOOL	Plant 100 big trees in their school premises	They took the leadership training with a great enthusiasm but were unable to carry forward their work due to lack of adequate time allotted by the school authority.
7. JOTESHIRAMPUR HIGH SCHOOL	Study of pond ecosystem	They started their project after the leadership training but adequate time was not allotted by the school authority.
8. BALLYGUNGE GOVERNMENT HIGH SCHOOL	Plant 250 trees and put dustbin in every classroom.	The students started with enthusiasm. They took the leadership training but after that school discontinued the project due to their internal problems.

SILIGURI:

NAME OF SCHOOL	PROJECT	OUTCOMES
1. JERMEL'S ACADEMY	To ensure the greening of the school campus and to create a participatory awareness programme.	They almost completed their project successfully. They also organized an exhibition to campaign environmental consciousness among the other students and the guardians.
2. TARAI TARAPADA ADARSHA VIDYALAYA	To ensure Green Siliguri by plantation and conservation of nature bio diversity.	They were successful in the field of plantation of new saplings and nurturing the old ones, so they were able to protect the birds' and insects' biodiversity around the area of school. They were not fully successful in conserving the ornamental fishes due to the lack of proper aquatic chamber and also for the weather fluctuation. But the students were keen to pursue the objective. They even made a model chamber for fish preservation.
3. RABINDRA NAGAR GIRLS' HIGH SCHOOL	To make the school campus as well as the area green by planting different types of trees and ensure conservation of the nature.	They successfully planted young saplings. After facing a lot of infrastructural troubles, the students were able to save the trees. The students were trying to develop the compost manure pit.
4. NILNALINI VIDYAMANDIR	To ensure school campus and its adjoining areas free from pollution in every respect, make it clean and ensure its environment free from health hazards.	Plantation was almost done. But they faced a lot of problems to save the trees including medicinal plants because of the school holidays due to different reasons. Even some plants were stolen at the time of holidays. But the students despite of all such troubles succeeded to save the plants – medicinal as well as fruit trees. They were also trying to continue the compost fertilizer pit in the school campus

NATIONAL CAPITAL REGION:

NAME OF SCHOOL	PROJECT	OUTCOMES
1. SHALOM HILLS INTERNATIONAL SCHOOL	To spread awareness to almost 2500 people about bettering the environment around us via different modes.	They were successful in reaching their inspiring challenge. They planted saplings, created a Green Rhino website, put up posters and also rallied and dramatized their awareness mission.
2. AHLCON INTERNATIONAL SCHOOL	To protect nature, try to reduce pollution and plant more trees also aware more and more people.	They planted trees. They made banners and posters by using recycled material and eco friendly colors to spread awareness. They made paper bags using recycled papers and newspapers. They put up stalls and did street plays to aware people. They also spread awareness among people through social networking sites.
3. HOLY CHILD SCHOOL	Recycling waste papers like students' last year's notebooks, magazines etc.	Green Rhinos collected all the waste papers from classes 6-12 th . The school has a paper recycling machine on its premises. Approximately 200 colorful and designer paper sheets were produced with the help of the students. These papers were used for different purposes like making gift bags, book marks and cards.



Economic and Social Council

Distr.: General
19 April 2013

Original: English

Substantive session of 2013

Geneva, 1-26 July 2013

High-level segment: annual ministerial review

Statement submitted by Association for Social and Environmental Development, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.



Statement

The Association for Social and Environmental Development is a non-profit-making company based in Calcutta, India, that works on nature conservation through public awareness, action research and people's participation. We have been working with youth on nature conservation since 2001.

The Association proposes that young people have a transformational role to play in achieving Goal 7 of the Millennium Development Goals, on ensuring environmental sustainability. Youth can take a leadership role in nature conservation in their local areas, can network to share experiences with youth in other parts of India and globally to increase impact. Young people aged 15 to 24 make up 1.2 billion of the world's human capital. There are 315 million young people aged 10 to 24 years in India, representing 30 per cent of the country's population. When their energies and capacities are harnessed, they can be a global force for nature conservation.

Working to create youth nature leadership in India through its "green rhinos" programme, we are experiencing that youth can take a transformational role in nature conservation. They are overcoming existing challenges and perceived barriers resulting in new levels of confidence and presence and inventing new possibilities beyond those thought possible. Since April 2012, 98 young people have received transformational leadership training. They have created school-based projects on nature conservation and have involved about 300 of their peers. Most of this work is based in the Indian Sundarbans, a world heritage site and the only coastal mangrove habitat with a population of tigers. The projects undertaken by them include the planting of 2,000 tree saplings and a two-month garbage cleaning drive in a girls' school leading to the installation of garbage pits by the school authorities. Young people in Calcutta have campaigned for the rational use of plastic bags. In the pipeline for 2013 are the planting of 5,000 tree saplings, the cleaning of 60 water bodies and a campaign to halt sound pollution in the Sundarbans.

We would invite interested organizations and schools globally to consider transformational youth nature leadership as a vehicle to attain the Millennium Development Goal on environmental sustainability.
