

## 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	
<b>Your name</b>	Nicola Pegg
<b>Project title</b>	Establishing biodiversity monitoring by rural school students in the Matobo Hills
<b>RSG reference</b>	11047-01
<b>Reporting period</b>	January 2012-January 2013
<b>Amount of grant</b>	£5,457
<b>Your email address</b>	<a href="mailto:antelope@dambari.com">antelope@dambari.com</a>
<b>Date of this report</b>	16 January 2013

**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
Establish biodiversity monitoring in the Matobo Hills outside of Protected Areas			Yes	Conservation clubs were established, and learners were taught monitoring methods at five schools in the Matobo Hills. Data collection commenced in the middle of the year.
Help to understand and protect diverse habitats and species		Yes		Learners began to collect data, which will be used in the medium- and long-term to understand trends in populations and will assist with identification of taxa and habitats that require special protection. Awareness was raised about the issues concerning conservation, through posters, digital presentations and DVDs.
Work with schools and communities to increase knowledge of, concern for, and capacity to conserve natural resources		Yes		This was achieved through conservation clubs and the production of posters, digital presentations and the screening of relevant educational DVDs. It is an ongoing process, and progress needs to be evaluated. At one school, a learner elected to give a talk to his peers and their parents about the project, biodiversity and conservation at the school's prize-giving day. Most learners also provided biodiversity themed material towards the project's newsletter. This illustrates the desire to share knowledge.

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

- It was necessary to fit in with school activities, so the time available to interact with learners was less than initially anticipated. However, this did not significantly impact on the project, as the Field Education Officer adapted the training programme to fit the time available and was able to meet most project targets. The exception was teaching children to analyse and display data, but this will be covered in 2013 and will incorporate 2012 data.
- Due to the overwhelming popularity of the project at schools, it was not possible to provide every participant with a training manual. To overcome this, "team leaders" were selected and provided with materials to share with their peers, and loose-leaf copies of relevant pages were provided to other club members.
- The ability to identify non-mammalian fauna was generally poor, resulting in few species of other animals being recorded by monitors. This is being addressed by providing identification

posters for key taxa (to be supplied in February 2013), and inviting specialists (e.g. curators at Bulawayo Natural History Museum) to provide information to conservation clubs in return for access to data. It is intended that additional reference material will be provided later in 2013.

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

- Learners were eager to be involved in the project, to the extent that instead of providing training to 25 learners, 160 learners (all voluntary) participated in the project and were trained in biodiversity monitoring methods. This greatly increased the potential coverage of data collection. In addition, an overwhelming volume of material (poems, prose and drawings) was provided by learners towards a project newsletter. Beyond illustrating a good level of knowledge about local biodiversity, these contributions demonstrated a clear concern for and interest in the environment in which the children live.
- Learners' understanding about key concepts concerning biodiversity and conservation increased substantially over the year. For example, based on similar questions asked before the commencement of the project and again after nine months, the ability to unambiguously define the term "biodiversity" more than doubled from 25% (N = 143) of learners to 51% (N = 139) of learners; a significant increase ( $z = -4.44$ ,  $p < 0.001$ ). (Please note that detailed analysis of evaluation questionnaires has not yet been completed.)
- Learners collected data on wildlife in their environs, with increasing effectiveness as the year progressed. A particularly satisfactory result was achieved with invertebrate sampling, with club members collecting samples according to a strict schedule and recording data accurately. Other *ad hoc* data collection resulted in the recording of 22 species of mammal, five species of reptiles, eight species of bird, 13 types of insect and one species of amphibian.

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

Conservation club members are drawn from the local communities. They have benefitted directly through learning practical skills necessary for the conservation of their natural resources. Although not evaluated formally (yet), we believe that knowledge and attitudes to conservation have reached the wider community through the children's interactions with their families. The project is still too young to have provided benefits from appropriate monitoring and biodiversity conservation, but such benefits should accrue over time.

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

We intend to continue with the project for at least another 4 years. We aim to roll it out to more schools from 2014 but will consolidate data collection and analysis methods in 2013 first.

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

A detailed project report covering the first year (February 2012 to February 2013) will be compiled and circulated to stakeholders. Newsletters have also been used as a medium to share results. Within the communities, monitoring data will be shared through children producing graphs of trends in resources and flora and fauna in their sampling areas. As more data become available, publications will be produced.

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

The project commenced in late February 2012, due to a delay in recruiting a suitable Field Education Officer. The RSG grant will thus cover costs until 28 February 2013. This is an ongoing project, which, funding permitting, will run until at least December 2016.

**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.**

The exchange rate used in the original RSGF application was £1: US\$1.50; however, a more favourable exchange rate of £1: US\$1.558 was received, which provided an additional US\$316 to the anticipated amount.

Please note that this report includes estimated expenses to cover the last 6 weeks of the 12-month project period (i.e. to the end of February 2013). In the table below, the actual expenditure to date is given, along with two added columns indicating expected expenditure between mid-January and the end of February 2013. Values are rounded up to the next £, and only the RSG component of the budget is included. A final expenditure-against-budget reconciliation will be sent to RSGF at the beginning of March 2013.

Item	Budgeted Amount	Actual Amount (20/02/12 to 14/01/13)	Difference (20/02/12 to 14/01/13)	Expected expenditure (15/01/13 to 28/02/13)	Expected overall difference (20/02/12 to 28/02/13)	Comments
Materials and equipment	£490	£199	£291	£32	£259 under budget	Costs for data collection equipment were lower than anticipated, as materials already available were recycled where possible, at low cost. Printing of teaching materials (posters, pamphlets) was done at lower cost through negotiation with printers.
Field costs	£2,114	£1,381	£733	£262	£471 under budget	The Field Officer spent fewer days than anticipated in the field, as school timetables were unable to accommodate him for more than one day per month.
Club promotion	£200	£58	£142	£96	£46 under budget	Newsletter and report costs were lower than budgeted, due to negotiation with printers and hand delivery of hard copy newsletters. A newsletter is presently in production (to be distributed early February), and

						a final summary newsletter will be produced at the end of February.
Reporting & communications	£533	£362	£171	£167	£4 under budget	
Personnel	£2,120	£1,854	£266	£350	£84 over budget	RSGF was asked to cover 50% of the Field Officer's package. Overspending was due to a slightly higher cost for Medical Aid than originally budgeted.
<b>Total</b>	£5,457	£3,854	£1,603	£907	£696 under budget (*Note 1)	

\* **Note 1:** We respectfully request that RSGF allows Dambari Wildlife Trust to carry this amount forward to the 2013 year, to be used against the same budget lines.

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

We hope that biodiversity monitoring will ultimately become a self-sustaining, community-run programme. To move towards this, the following steps are important:

- Provide conservation clubs with reference materials, in the form of posters and laminated pocket-size booklets, to help them to identify species of fauna more easily. Target groups for this include birds, reptiles, amphibians and invertebrates.
- Maintain enthusiasm and momentum by exposing children to appropriate learning experiences (e.g. field trips to the National Park, Bulawayo Natural History Museum) and enabling club members to interact and share ideas with each other and community members by holding an "open day" where they'll showcase what they've learnt and share information about the biodiversity in their areas.
- Recruit more conservation club members from the incoming Form Three year, and provide them with monitoring training.
- Train learners from the 2012 conservation club intake to carry out simple analysis of the data. This will involve formalising data management, summarisation and visualisation methods so that learners can maintain data files effectively and provide visual depictions (e.g. graphs, charts) of trends in the biodiversity in their areas. This is essential for (i) detecting changes in the flora and fauna in non-protected areas of the Matobo Hills, (ii) evaluating the effectiveness of conservation and awareness programmes, and (iii) sharing information at the community level.

### 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?

The RSGF logo was included:

- On the front cover of the Biodiversity Monitoring Methods manual (given to participating schools).

- On all flyers and posters produced for the Biodiversity Monitoring Project themed materials (given out at participating schools) and on digital presentations given at participating schools by the Field Officer.
- On the Biodiversity Monitoring Project newsletters (circulated within Zimbabwe and internationally to our stakeholders and relevant authorities).
- On the general Dambari Wildlife Trust newsletter (2 editions in 2012), listed as a project sponsor (circulated internationally to stakeholders and conservationists).
- The logo will be included on the front page of the first year's project report, to be circulated to local and international stakeholders.

#### **11. Any other comments?**

We are grateful to RSGF for the support provided thus far for this exciting project and hope that we can continue to partner on the project into the future. Whilst there is still a way to go before, we can evaluate the impact of the project on the conservation of flora and fauna in unprotected areas of the Matobo Hills, we believe that we have laid an important foundation for achieving this goal.