

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	FANUEL KAWAKA
Project title	Integrating Local Schools in the Conservation of Wild Orchids in Kericho Forest, Kenya
RSG reference	19737-2
Reporting period	June, 2016 to May, 2017
Amount of grant	£ 5,000
Your email address	fkawaka@tum.ac.ke
Date of this report	May, 2017

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. School Training and Sensitization				1. 10 schools were successfully trained on forest and wild orchid conservation 2. A total of 2500 learners and teachers (250 per school) attended our conservation talks, training and presentation
2. Forest Surveys and Field Training				1. 6 out the 10 schools participated in the forest surveys. 2. A total 60 learners and teachers took part in the forest surveys (eight learners and two teachers per school) 3. They learnt about practical orchid identification, genera, species, diversity and morphological characteristics
3. Setting up School Nature Trails, Gardens and Seed Banks				1. 48 learners and 12 teachers received practical skills on wild orchid conservation, rescue, setting up orchid gardens, nature trails and seed banking. 2. Almost the entire school wanted to take part in the practical demonstrations setting up trails and gardens however only those that had taken part in the forest survey were given priority.
4. School Landscaping and Naturescaping (Establishing flower beds, pots and vessels)				1. The topography of two target schools did not favour landscaping and naturescaping due the presence of large stones in the compound 2. One target school had existing flower beds consisting of exotic plants and flowers that could not be replaced.

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

1. Examination Period

Few selected schools were doing their end month examinations and therefore could not immediately take part in the project. However after consultations with the school administrators/head teachers and county education officials, we were able to re-

schedule and adjust our work plan to accommodate them later in the project. These adjustments caused an extension of our implementation programme by about 2 weeks.

2. County Education Officials, School Heads, and the Local Community from the Western Block of Kericho Forest

The research team had an opportunity to explain and publicise the aims and objectives of the project through local community radio and television stations. During the publicity talks shows on community radio more people were able to get information about wild orchid conservation. Since our project focused mainly on the southern part of the Kericho forest, we regularly received visitors from the western block of the forest who were interested and wanted to see some of our activities. As a result local schools, NGOs and community from the western block of the forest petitioned their county leaders and administrators to make a formal request to the research team to consider introducing similar conservation program/model in western block. The local county administrators formally pledged to provide in-kind support in form of transport to the locals should their request be considered. The research team was excited about the in kind support offered by the leaders and promised to continue with resource mobilisation to support a similar conservation model. To minimise cost and reduce the implementation period the research team will in future consider integrating the local community and schools at the same time.

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

1. Formation of School Wild Orchid Conservation Groups and Clubs

We were able to help the learners form Wild Orchid Conservation Clubs with the support of the teachers and school administrators. The clubs will be guided by one of the teachers who will also serve as the patron. The clubs will promote the conservation of wild orchids and take care of the gardens and nature trails in their schools. The clubs will further increase awareness about wild orchid conservation in schools and the importance of *in situ* conservation.

2. Increased Wild Orchid Conservation Awareness in Local Schools

The young learners and teachers received information on wild orchid conservation and this increased their knowledge on the need and importance of protecting forest biodiversity. We also produced wild orchid conservation brochures, posters, technical manuals and information booklets for the schools to be used as reference materials. During our forest surveys, we were happy to observe an increased population of wild orchids in the forest which could have resulted from our previous project of integrating the local community on the importance of *in situ* conservation of wild orchids and forest biodiversity.

3. School Orchid Nature Trails, Seed Banks, Gardens, Flower Beds, Pots and Vessels

The wild orchid nature trails, seed banks, gardens, flower beds, pots and vessels were successfully set up in the selected local schools. The school gardens will serve as *ex situ* conservation and demonstration points for the school and other learners. The gardens and nature trails will be taken care of by members of the school wild orchid conservation clubs. In addition, the nature trails, seed banks, gardens, flower beds, pots and vessels will serve as points of ecotourism.

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

In our previous project we build the capacity of the local community on wild orchid conservation, setting up nature trails, home gardens and seed banks. To ensure sustainability, we selected two representatives from each of the Wild Orchid Conservation Groups (WOCG) to take part in the current project. The community groups provided planting materials for the establishment of nature trails, gardens, seed banks. The materials were also used for naturescaping and landscaping by the local schools. The young learners come from the community and therefore the conservation knowledge learnt in schools will be shared with the local community including their parents living around the forest. During the forest surveys, selected members of WOCGs explained to us the steps they had taken to minimise activities such as logging and charcoal that threaten the survival of wild orchids in the forest. We were happy to observe an increase in the population of wild orchids in the forest and reduced forest destruction indicating a positive conservation impact of the project.

5. Are there any plans to continue this work?

Yes. First there is need to continue monitoring the progress and activities of the local community and local schools in protecting orchids and forests to provide technical advice and guidance. The research team have volunteered to regularly visit the schools and the community to offer assistance every time they are called upon as a follow up and sustainability strategy. Secondly, we hope to introduce a similar conservation model on the Western block of Kericho forest in response to the request by county education officials, school heads, NGOs and the local community. In this model we will integrate both local community and schools simultaneously and hope to cut cost and reduce the duration of project implementation. Already the research team has been promised in kind support from the local community through their leaders.

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

Our findings are available in form of brochures, posters, technical manuals and information booklets that we have shared with the local schools, learners, the community and relevant conservation stakeholders. The collaborating partners have been requested to avail the same publicity materials in their institutional libraries. We also had an opportunity to publicize our findings through local community radio and

television. All these avenues will increase awareness on wild orchid and forest conservation.

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

We received the RSG funds in June, 2016 and immediately started the implementation of the activities. In May, 2017 we had successfully implemented all the project activities according to the work plan.

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
School Visitation and Recruitment:				
Cost of 4-wheel drive vehicle	120	120	0	✓ No variation
Subsistence and accommodation for 4 scientists	370	370	0	✓ No variation
Subsistence and accommodation for 1 driver	70	0	70	✓ The scientists hired self drive vehicles (scientists drove themselves to the field)
Refreshments for students/pupils and teachers	230	250	-20	✓ More learners/ teachers attended the conservation talks
Sub total	790	740	50	
Surveys and Training:				
Four wheel drive vehicle hire	360	400	-40	✓ We paid for extra buses during our field surveys
Subsistence and accommodation for scientists	1110	1110	0	✓ No variation
Subsistence/ accommodation for undergraduate students	232	232	0	✓ No variation
Lunches and refreshments for students and teachers	330	340	-10	✓ More learners/ teachers attended the conservation talks
Training brochures, posters, video and t-shirts	350	335	15	✓ The team negotiated for a discount from the printers
Training technical manuals	270	255	15	✓ The team negotiated for a

and information leaflets				discount from the printers
Sub total	2652	2632	-20	
Nature Trails/Gardens/Seed Banks:				
Preparation of school demonstration plots	230	220	10	✓ Students volunteered to help in preparation of plots
Orchid seedling procurement	140	140		✓ No variation
Setting up school nature trails, seed banks and gardens	340	340		✓ No variation
Maintenance of the nature trails, seed banks and gardens	198	190	8	✓ Students volunteered to assist in preparation of plots
Sub total	908	890	18	
Landscaping and Naturescaping:				
Flower beds, pots, vases, seedlings, casuals	650	650	0	✓ No variation
Sub total	650	650	0	
Field and Laboratory Reagents:				
Agar and Liquid nitrogen	400	400	0	✓ No variation
Sub total	400	400	0	
Publications and Report Writing:				
Reams of paper and photocopying services	190	190	0	✓ No variation
Pens, erasers and pencils	100	100	0	✓ No variation
Printer and Cartridge	340	340	0	✓ No variation
Communication, Internet, Postage	120	120	0	✓ No variation
Sub total	750	750	0	
Grand Total	6150	6102	48	✓ A balance of £ 48 given to the best Wild Orchid Conservation Club to support their activities.

Note: We received £ 5,000 from RSG AND extra £ 1150 was supported by the Technical University of Mombasa (TUM).

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

1. Similar Conservation Model in Western Block

There is an urgent need to introduce a similar wild orchid conservation model in the western block of Kericho forest particularly in response to the request by the county education officials, school heads, NGOs and the local community. Introducing such a project in the western block will improve and ensure uniform conservation of wild orchids and forest biodiversity. In addition to the in kind support pledged by the local leaders, we need more financial resources to support field activities. Increased

funding will therefore help the project to reach a wider conservation community and scale up the conservation of wild orchids in Kericho forest and its surrounding.

2. Continuous Monitoring and Evaluation

It is important to continuously monitor the progress of the wild orchid conservation activities, offer technical advice and guidance to the local community and schools. This will ensure that conservation challenges encountered by the local are addressed in time. It will further support the sustainability and enhance ownership of the projects by the locals.

3. Continuous Collaboration and Partnership

There is need to initiate, sustain collaboration and partnership with local conservation stakeholders, county conservation officers, community based organisations, non-governmental organisations (NGOs) and other relevant conservation players to support the conservation of wild orchids and forest biodiversity. Increased stakeholder participation in conservation will boost the protection of forests and its biodiversity.

4. Continuous Training and Sensitisation

It is important to continuously engage in sustainable training, sensitisation and awareness about the importance of protecting wild orchids and their role in biodiversity conservation.

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?

Yes. In all our meetings with the county officials, schools and the community the Rufford Foundation logo was well displayed. The research team explained that the project was supported by the Rufford Foundation small grant for nature conservation. Specifically, the Rufford Foundation logo was used on the following:

1. All reports and publications on the conservation status of orchids in Kericho forest.
2. Germination protocol for orchids.
3. Brochures, posters, technical manuals and information booklets.
4. All the equipments and laboratory reagents purchased with funds from the RSG had stickers with RSG logo on them.
5. Rufford Foundation logo was during the community capacity building and awareness activities with RSG logo printed on t-shirts and all the stationary materials.
6. Further we will use the RSG logo and give acknowledgement on any future publications resulting from this work.
7. All school nature trails, gardens, seed banks, landscaping and naturescaping had posters acknowledging support from Rufford Foundation.

11. Any other comments?

On behalf of the local schools, local community, the other stakeholders and collaborating institutions who took part in this project, we would like to sincerely thank Rufford Foundation for their generous support towards integration of young learners in the conservation of wild orchids in Kericho forest. The research team is looking forward for further collaboration and support from the Rufford foundation in responding to the requests of the local community living around western block of the forest for a similar conservation programme.