

## The Rufford Foundation

### Final Report

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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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

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| Grant Recipient Details |   |
|-------------------------|---|
| Your name               | Ngoteya, Hans Cosmas  |
| Project title           | Raising environmental awareness in a biodiverse but highly impacted ecosystem |
| RSG reference           | 19821-1   |
| Reporting period        | 1 <sup>st</sup> June 2018   |
| Amount of grant         | £4919   |
| Your email address      | hcngoteya@ucdavis.edu   |
| Date of this report     | 14 <sup>th</sup> May 2018   |

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  |
|---|--------------|--------------------|----------------|---|
| To improve youth knowledge and attitudes to conservation.   |              |                    |                | Based on our project design and strategies we have been able to reach about 5000 youths in and out of schools, and through our quizzes and tests we have been able to identify improvement of knowledge and attitudes towards conservation.   |
| To improve youth relationship with the park authority and understanding of the advantages of Katavi National Park and its biodiversity. |              |                    |                | Though our national park visit (A Day in the Park) youths had the opportunity to interact with the park authorities. This gave them a chance to discuss different conservation challenges and how protected areas are beneficial for the country's economy and climate. Also, it helped them understand that park rangers are not community enemies as it is believed, but they are there to stop illegal activities conducted by poachers.   |
| To Improve forest cover and reduce dependency on natural resources.   |              |                    |                | Changing youth and community behaviour was one of our main priorities. We helped them rehabilitate the degraded areas by planting more trees and reduced the unsustainable use of natural resources by providing alternative sustainable environmental practices.<br>We have managed to plant 8000+ trees and establish the first tree nurseries in the community that will continue to provide tree seedlings. By the end of 2017 there was an increased demand for tree seedlings in the community which is a good sign of behavioural change. We have failed to completely stop the illegal behaviour of cutting trees in protected areas for firewood and |

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|--|--|--|--|
|  |  |  | <p>other uses. This is because communities have no another alternative sources of fuel as identified in our project evaluation conducted by a master's student from Imperial College London with collaboration from The University of Oxford. Nonetheless, communities, especially youth from our clubs, have shifted from using firewood to charcoal to reduce the direct effect of cutting trees but still the destruction is there.</p> <p>Therefore, we have decided to find an alternative source of fuel in the community, like the use of biogas which we will implement in our second project phase.</p> |
|--|--|--|--|

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

**a. Equipment transportation,**

Due to lack of reliable transportation, it was very difficult to transport film equipment to the schools and the villages where we were planning to show films, we had to hire transportation or use a wheelbarrow for at least 9 months of the project phase. In October 2017, we were successful in raising about \$15000 to purchase a new car for the project, which we now use as our means of transportation.



Means of film equipment transportation (left) before purchasing a new car for the project (right).

**b. Weather constraints:**

During our Day in the Park programme, visiting the national park depends on time of the year and weather conditions. During rainy season it was very hard to conduct trips

in the national park, because roads are not paved. Therefore, instead of visiting the national park, we decided to visit Lake Tanganyika, which is the deepest lake in Africa, where youth received presentations about the aquatic conservation challenges and how the local fisheries officer and his team are tackling the challenges.



Bus stuck in mud (left), during a “Day in the Park” trip to Katavi, youth on a day trip on Lake Tanganyika (right)

Also, we conduct public outreach events where we invite schools from all the villages that the project is reaching and they use their talent to create environmental messages from the theme that we taught them in our education program, and they present those to the general public.



Students performing (left) and marching (right) and carrying posters with environmental messages during the outreach event in Usevya village.

#### c. School terms constrains:

Each year we arrange our yearly calendar but it's very difficult to sync it with the school timetable because it's not always known when the schools are going to be closed. If any emergency programme occurs in school they will always take the slot of the environmental class, which causes us to fall behind schedule. We usually try to rearrange the program during other free time even.



**d. Language barrier:**

Most of our conservation education materials (film, posters and books) are in English and the local schools and community don't speak English. This has been one of our biggest challenges when we go to reach out to the community, there is a lot of extra work in translating the materials to Swahili which is the spoken language here.



Hans explaining a conservation video during a film night with Milumba village community. The film equipment has been purchased by Rufford funds.

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

**a. Environmental knowledge and attitude change:**

From an evaluation that we conducted with a student from Imperial College London and the University of Oxford with youths who are out of school, and the quizzes that we conduct with the school students, we find that the knowledge score of youth participating in our activities are much higher than that of the general community. Also by comparing the pass marks of the students with the test that they did at the beginning and end of the year, their pass marks are going up! This has been attributed to the project conservation education activities that we conducted including the Day in the Park, conservation film shows, and the environment classes and seminars conducted both in schools and in village settings.

Also in terms of energy sources, most of youth participating in the VIMA activities prefer to use charcoal than firewood to avoid the cutting down trees. VIMA explores other possible solutions that youth can use as sources of fuel.

**b. Establishment of the first tree nursery in Mpimbwe.**

Through our youth clubs we have been able to establish the first tree nurseries in schools and in the village. These nurseries serve both for ornamental and commercial purposes, and youth have used this opportunity as a way of generating income. More than 15000 seedlings have been produced and about 8000 trees have been planted with almost 50% surviving to reach maturity.



Secondary school student planting seeds at their school seed bed (left), Village club youth member standing in their tree nursery at Kibaoni village (right).

**c. Number of youth and community reached:**

In the year 2017, we were able to reach about 5000 youths and more than 8000 community members in the five project villages. We have been able to initiate seven environment clubs in seven schools and three registered youth village clubs in the five project villages.



Some of the school students reached by the project, pausing for a group photo during the outreach event. The numbers are considerable.



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

Local communities are the central part of our project, all of our activities have been designed to enable the community to change their attitude, knowledge and behaviour towards conservation and protected areas. Through our alternative livelihood programme with youths we have enabled them to understand different ways of earning an income without depending on natural resources. Also through our education programme we have been able to reduce the effort that the government needs to educate the community about the environment.

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

The project is under an organisation called Landscape and Conservation Mentors Organisation ([www.lcmo.or.tz](http://www.lcmo.or.tz)), and this year we have received grants from other sources (Sacramento Zoo, and Nomad Tanzania) totalling \$12000 to continue with the project activities. These funds will cover only four park trips and we are planning to conduct at least six park trips this coming year and expand the project to another five villages. Additionally, we will be establishing two libraries in schools to help youth improve their reading ability. We will also write a continuation proposal of \$10000 to National Geographic. Also, our partner Nomad Tanzania, a tourist company, has committed to donate about \$700 quarterly and send a student for an internship in their organisation.

We are still in need of additional funds to expand the project to other villages and improve our interventions based on the evaluation recommendations.

The project has been also featured on an international ENDOW project to understand how network structures influence wealth and knowledge spread in the community. Also, the project has featured in the Conservation Network of Optimists Worldwide – ConservationNOW (<https://conservationoptimism.com/landscape-conservation-mentors-organization>)

As the program manager, the project has given me a great exposure I have been filmed on the site by National Geographic Society see

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

- We have a website page where we share all our activities ([www.lcmo.or.tz/vima](http://www.lcmo.or.tz/vima)).
- We produce a short video of our project achievement every half a year which is also shared in the organisation website ([www.lcmo.or.tz/vima](http://www.lcmo.or.tz/vima)).
- We also have a social media page where we share our day to day activities.
- We will produce an annual report that will be shared in our website.
- We will also publish a newsletter that shares a summary of our annual report.

**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 from January 2017 to December 2017

**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 total project budget was 8620 with GBP with a total of 4919 GBP donated by Rufford and \$3701 donated by National Geographic Society. The rate used was 1GBP = 2600 Tanzanian shillings

| Item                                | Budgeted Amount | Actual Amount | Difference | Comments  |
|-------------------------------------|-----------------|---------------|------------|---|
| Accommodation                       | 200             | 300           | -100       | The accommodation renting for the house increased.  |
| Miscellaneous                       | 100             | 400           | -300       | After getting the car for the project in October 2017, some of the funds were used to cover the car maintenance.                |
| Allowance for 5 local assistants    | 958             | 923           | 35         | We reduced the assistants to two individuals because the fund wasn't enough to pay all of them. Each received 76.9GBP/month.    |
| Breakfast and lunch during seminars | 383             | 150           | 233        | We managed to conduct only two seminars in this phase; each cost 75GBP.   |
| Sport tournament and presents       | 798             | 700           | 98         | The presents were given during the sport competitions in the villages and during our outreach event with the students.          |
| Transportation of film equipment    | 319             | 462           | -143       | After getting a project car the cost of fuel added up on the budget.  |
| Fuel for generator                  | 319             | 200           | 119        | Generator was used in showing conservation films and used for emergency at the project offices where we don't have electricity. |
| Loud speakers and amplifier         | 479             | 500           | -21        | The prices of the speaker went up during the period of purchasing.  |
| Projector screen                    | 150             | 150           | 0          | Projector screen was purchased for use during conservation film shows.  |
| Computer                            |                 | 400           | -400       | We purchased a new computer for the project because the old computer wasn't compatible with the project and                     |



|                                   |             |             |            |  |
|-----------------------------------|-------------|-------------|------------|--|
|                                   |             |             |            | also it was out of date compared to the current software available.                            |
| Projector                         | 319         | 319         | 0          | The projector was purchased for our conservation film show activities.                         |
| Allowance for external presenters | 319         | 100         | 219        | We have conducted only two seminars and at each seminar the external presenter was paid 50GBP. |
| Stationary                        | 575         | 200         | 375        | Stationary was used throughout the project phase.  |
| Bank charges                      |             | 23          | -23        | The bank charges were deducted from the project account during transactions.                   |
| <b>Total</b>                      | <b>4919</b> | <b>4727</b> | <b>192</b> | The remaining budget has been carried forward to our 2018 project phase.                       |

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

Despite the unforeseen difficulties that we had this year, there is a need to expand the project to reach other villages; we are working with only five villages in a district of about 21 villages and one of our main goals is to reach all in this area. We have seen the benefit of youth participating in our programs especially the national park visit, the environment education programme, and the alternative income project and positive changes regarding knowledge and attitudes. Plus the ripple effect to other community members.

Behaviour is the most difficult thing to change and there is not much evidence of this so far but we expect some improvement soon. It is hard to tell a community member to stop cutting down trees for firewood and charcoal burning since that is the only available energy source for them to use. From our evaluation, it shows that youth participating in VIMA activities prefer charcoal over firewood since they are not directly involved in the tree cutting. Therefore, we will continue with our education project while designing other possible alternative solutions for community livelihood, like the introduction of other sources of energy like efficient stove use and the use of biogas to families with cattle.

## 10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the Rufford Foundation receive any publicity during the course of your work?

Yes, we have used the Rufford logo, in our organisation website <http://www.lcmo.or.tz/our-supporters/>, also in our social media updates, and in the videos we produce for our project storytelling. Also, we have used it in our conservation web page to highlight some of the organisations that have been supporting conservation work <http://www.hanscosmasngoteya.com/conseravtion>.

We have been invited to give talks in universities locally and internationally, which has actually inspired some co-worker conservationists to apply to Rufford whom we helped in drafting their proposals. Also, we have given talks in conferences and summits e.g. Conservation Optimism Summit in London and in a National Geographic

explorer meeting at Nat Geo headquarters in DC where Rufford was mentioned as one of the main funders for this project.

**11. Please provide a full list of all the members of your team and briefly what was their role in the project.**

**Professor Monique Bergerhoff Mulder** (Department of Anthropology, UC Davis) worked in this community for more than 20 years. Due to her understanding of the community, she initiated the project, and emphasizes the importance of it being led by a local manager. She gives advice and direction of running the program.

**Jonathan Kwiyege** (co manager of LCMO project) is a project manager on one of LCMO projects (WASIMA); together with him we partner in reaching youth in the schools since WASIMA has a youth program in their project as well.

**Lucy Cole** (Nomad Trust) is actively involved in fund raising and communicates the project activities to their visitors in one of their camps (Chada Camp) in Katavi National Park.

**Bahati Hilary** and **Bonifas Stanley** are village project assistants who assist in actively running the project in the field.

**12. Any other comments?**

None.



Left: Hans with school students on a Park trip bus. Right: School student on a boat during a trip to visit Lake Tanganyika.



Left: Planting tree seeds. Right: Tree nursery established in the village reached by the project.



Left: Hans showing conservation film to community, with equipment purchased by Rufford fund. Right: Hans educating community through film.