

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. 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. 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	Bishnu Hari Wagle
Project title	Institutional Strengthening and Awareness Raising Project for Sustainable Crocodile Conservation in Nepal
RSG reference	29.10.08
Reporting period	21 months
Amount of grant	£5996
Your email address	bishnu_nature@yahoo.com
Date of this report	November, 2010

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
Institutional strengthening of Crocodile Conservation Clubs (CCCs)			✓	Members of the CCCs were provided leadership development training; teachers were included in the CCCs as a guide teacher.
Expansion of awareness raising activities in boarder areas & formation of CCCs in five additional schools			✓	The CCCs were formed in six additional schools along with the participation of a teacher. The awareness raising activities like teaching/training, oratory competition, wall magazine publication, exposure visit, distribution of resource materials etc. were carried out in those schools.
Publication and distribution of educational and awareness raising materials		✓		Brochure and wall calendar were published and distributed; conservation copies, pamphlet were distributed.
Dissemination of efforts and issues of crocodile conservation in Nepal			✓	The efforts and issues were made available among broader communities through brochure, wall calendar, class room based activities and website www.crocodilenepal.org . Several emails acknowledging our efforts have been received from individuals and conservation leaders around the world.

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

As the activities were primarily focused on schools, the previously scheduled programmes were sometimes postponed to next date to avoid periods around the examination, vacation etc. The activities were re-planned along with the headmaster and guide teacher. Similarly, programmes were postponed to next date due to frequent strikes called by local political groups. However, there were no significant difficulties/problems to implement and achieve the objectives of the project.

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

- Students of 15 different schools inside the BZ area of CNP are organised for (crocodile) conservation. Similarly, local communities of six different VDCs of BZ area of CNP are sensitised on the issue and need for (crocodile) conservation in their area. They have realised their role in conservation initiatives. Those have created an enabling environment towards the participatory conservation of overall biodiversity in the area.

- Leadership capacities of students and teachers have been developed and strengthened. They are capable of initiating organised attempts towards sustainable use and conservation of their resources.
- Worldwide availability of information on efforts/issues of crocodile conservation in Nepal through www.crocodilenepal.org has drawn the attention of different individuals, I/NGOs, donor agencies etc. to work for the crocodile conservation in Nepal.

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

The activities were implemented in direct participation of the local student, teacher, representatives of CBOs etc. Similarly, a local assistant was hired to assist in implementation and monitoring of the project activities. The list of participants of each activities have been presented in the annex of detail report.

5. Are there any plans to continue this work?

We will be working with students to help their conservation clubs run independently. For this we will establish their network with different local and national level organisations and funding agencies. We will develop a working guideline for those clubs. In addition, we are planning to publish a booklet in local language that will contain the issues of conservation in their area with a prime focus on crocodile conservation. Similarly, we will mobilise journalists and also organise different seminars and workshop to bring the ground realities into a broader communities. In addition, we wish to carry out research to compare and evaluate overall progress of the project.

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

The project activities were published in different newspapers, radio and television channel. The final report itself acts as a tool to disseminate the result of the work. The report will be submitted to different organisations. A separate part of dissemination of this work will be considered while designing next project to continue this work.

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

The RSGF was used from February 2009-August, 2010. Because most of the field activities were based on school student, we had to seriously consider the school calendar while carrying out school teaching and leadership development training in 15 different schools. We had to avoid periods around examinations. Similarly, 2 months long summer vacation, 15 days long Dashain vacation affected the teaching and training activities. Many times planned activities were postponed to next day due to strike called by local political group. Therefore, the time was longer than the anticipated length of the project.

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.

S. N.	Particular	Budgeted		Actual		Difference	Justification
		Total (Nrs.)	Total Esterling	Nrs.	Esterling		
1	DSA for team leader	168000	1263.2	140000	1256.3	6.9	200 days @ nrs. 700
2	DSA for Assistant	72000	541.4	72000	646.1	-104.7	120 days@ nrs. 600 **
3	School teaching/ training	105000	789.5	97500	874.9	-85.4	RP cost, refreshment *
4	Speech competition	19000	142.9	17100	153.4	-10.6	
4.1	Prize	8500	63.9	7500	67.3	-3.4	*
4.2	Evaluation	4500	33.8	4500	40.4	-6.5	3 no.s @ nrs. 1500 **
4.3	Transportation	3000	22.6	2600	23.3	-0.8	13 no.s @ 200 *
4.4	Refreshment	3000	22.6	2500	22.4	0.1	tea snack etc
5	Essay competition	25500	191.7	19000	170.5	21.2	
5.1	Prize	8500	63.9	8500	76.3	-12.4	**
5.2	Evaluation	6000	45.1	6000	53.8	-8.7	3 no.s @ nrs. 2000 **
5.3	Transportation	6000	45.1	0	0.0	45.1	not utilized as essays were collected in school
5.4	Refreshment	5000	37.6	4500	40.4	-2.8	tea snacks etc *
6	Exposure visit	26500	199.2	25000	224.3	-25.1	
6.1	Lunch	11500	86.5	10000	89.7	-3.3	50 no.s @ nrs. 200 *
6.2	Transportation	15000	112.8	15000	134.6	-21.8	50 no.s @ nrs. 200 **
7	Brochure	50000	375.9	45000	403.8	-27.9	Design & printing cost *
8	Booklet	35000	263.2	0	0.0	263.2	pending
9	Wall magazine	45000	338.3	45000	403.8	-65.5	45 no.s @ nrs. 1000 **
10	Calendar	70000	526.3	70000	628.1	-101.8	Design & printing cost * *
11	Review meeting	61000	458.6	33000	296.1	162.5	
11.1	Refreshment	50000	375.9	30000	269.2	106.7	30 no. @ Nrs. 1000
11.2	Presentation	6000	45.1	3000	26.9	18.2	only 1RP @ Nrs. 3000
11.3	Hall rent	5000	37.6	0	0.0	37.6	got at free
12	Website	20000	150.4	20000	179.5	-29.1	renewable, and update charge
13	Travel cost	25000	188.0	28000	251.3	-63.3	*
14	Stationeries	37500	282.0	37500	336.5	-54.5	*
14.1	Project's stationeries	15000	112.8	15000	134.6	-21.8	*
14.2	Stationeries of CCCs	22500	169.2	22500	201.9	-32.7	*
15	Notice Board	0	0.0	18000	161.5	-161.5	6 no.s @ nrs. 300 ***
16	Bank charge			445	4.0	-4.0	***
Sub total		759500	5710.5				
Contingency 5 %		37975	285				
Grand Total		797475	5996	667637	5991	5	-

* the expenditure in Nrs. is lower than the estimated one, but it is higher in Esterling. This is due to the lower actual exchanged rate than the estimated exchange rate.
** the expenditure in Nrs. is same with the estimated one, but it is higher in Esterling. This is also due to the lower actual exchanged rate than the estimated exchange rate

S. N.	Particular	Budgeted		Actual		Difference	Justification
		Total (Nrs.)	Total £sterling	Nrs.	£sterling		
*** cost of those items were not estimated Planned exchange rate: 1 £ sterling = 133 Nrs. Actual exchange rate: 1 £ sterling = 111.44 Nrs.							

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

- Training to club members and guide teachers on how to prepare proposal and report so that they can explore resources to run themselves.
- Development of working guidelines for conservation clubs.
- Networking of school based conservation clubs.
- Integration of conservation education into school curricula: empower school management committee, District Education Office etc. for this.
- Sensitise and empower buffer zone management committee to incorporate child focused conservation activities in their plan.
- Frequent interactions between park authorities and local people so that the local people feel ownership of the conservation.
- Training to specific groups about safe fishing techniques for indigenous fishing group; about organic farming (minimum use of chemical use on farming) for farmers to minimize the effect of chemical fertilizer on wetland habitat etc.

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 support of RSGF was acknowledged in each of the project activities. The RSGF logo was used/printed in the banner of each programme, certificates provided to the participants and IEC materials produced. Similarly, support of RSGF was highlighted in the news of project activities published in different local and national newspapers, FM radio and television.

11. Any other comments?

I would like to thank school teachers, students, local assistants, media people, Chitwan National park authorities, RSGF and other those who directly or indirectly supported the project to be implemented successfully.