

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.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details

Your name	Michael G Prettejohn
Project title	Bongo Surveillance Project
RSG reference	
Reporting period	April 2010 to May 2011
Amount of grant	£6000
Your email address	mike@sangare.co.ke
Date of this report	1 st June 2011

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
<p>To further develop the School Bongo Wildlife Clubs Programme in Kenya.</p> <p>The schools (now 9) are specifically selected due to their proximity to where the remaining groups of bongo in the wild have been identified.</p>			Fully Achieved	<p>In 2010-2011 new pupils have had the opportunity, to become part of the school Bongo Wildlife Clubs conservation programme. The focus is on the 9-11 year age range (prior to secondary education).</p> <p>Currently there are now 9 schools formally within the programme. Other schools have requested to be part of the programme.</p> <p>A report by the UNEP published in 2009 acknowledged the programme a success, with a 9/10 rating, and gave recommendations to develop the concept and extend the capacity of the programme.</p>
<p>To implement a conservation programme to help protect the last remaining mountain bongo in the wild. Exact numbers are currently not known, though inferential figures suggest there may be fewer than 100 individuals remaining, mainly confined to Aberdares, SE Mt Kenya, Eburu and Mau.</p>			Fully Achieved	<p>The programme has been developed by the Bongo School Coordinator, as funded by Rufford Small Grant Programme. The coordinator works closely, with the Bongo Surveillance Project Team (BSP) who operates in the field. Local knowledge, through the BSP has been most important when developing the conservation programmes, and relationships with the schools. Feedback to the communities on the progress of BSP activity is vital. The BSP collect camera trap evidence and other research about the groups of bongo on these field expeditions. It is motivating to the community/schools to know these groups are still in existence and how important their role is in the protection of the bongo and conservation of the forests.</p> <p>In July 2010, a Mountain Bongo stakeholder's' IUCN workshop took place in Kenya. One of the key actions from the report listed the BSP activity and the need to work closely with the community as critical for the</p>

				protection of the species. IUCN report is available through CBSG/IUCN website.
To introduce into the conservation education programme, innovative ideas for cost saving and income generation activities, to assist the forest edge communities.				Working with partners, the BSP has been able to maximise resources and benefit from knowledge from agricultural and fisheries agencies. Income generation projects for example have included a Potato Plot Project. This has resulted in income and nutrition/food supplies to the pupils. Working with Fisheries Agency in the initial start-up of tilapia fish ponds. Introduction of solar lamps, saving of kerosene and smoke prevention (health issues). Introduction of Cooking Jiko, saving in charcoal. The Jiko is more efficient and can use alternative fuels. This being economical. A community member is making these. Tree planting projects have resulted in over 5,000 trees being planted. Some schools have developed nurseries to sell tree plants. Wormery – improved soil with “worm juice” nutrients. Selling of worms to other schools/community. There is an increase in growth, with the “worm juice” added to soil.

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

At two schools, there have been changes in headmasters during the last year, and this has required a new start up phase and induction. It has delayed some activities compared to other schools. It has really helped, having a dedicated community/teacher patron to re-introduce the BSP programme and activities.

The BSP have not had an efficient reliable vehicle due to lack of funds, and this has slowed activities, with only use of motorbike or matatu. In the last 2 weeks a sponsor has now provided us with a dedicated and more efficient vehicle. Due to the materials required for projects and the travel required by the coordinator to reach these remote schools, this has been a challenge this year.

Fish Pond – At one school, the tilapia fingerlings did not survive. We have now adopted a mix of tilapia and catfish, as we have been advised catfish will consume the bacteria within the pond.

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

- Start-up of income generation projects: This has made a difference to the schools. With income from the potato project, a school has been able to sponsor the cost of entry exams for secondary education and also pay for school uniforms and shoes. New skills and knowledge have been acquired by the community developing these projects in partnership with the BSP. These skills can be transferred to back into the community. In October 2010 the schools took a visit to Kamburaini Primary School to learn and share best practices.
- Educational Programme: The estimated outreach to-date to the community related through the 9 schools is estimated now at 10,000. The school wildlife clubs – age range is 9-11 years (prior to starting secondary), they will be able to take these values, experiences and knowledge to their new senior schools. The educational programme has been localised through the knowledge of the BSP team member in the area, to be practical and interactive.
- Visits to the National Parks, Mt Kenya Educational centre – First time visits for most participants: To date, the project has taken over 700 pupils, parents, and teachers on these visits. With the increased awareness of forest conservation and how the community's relationship, with the forest is not only important for the remaining survival of the bongo (and the other species dwelling there) it is of **fundamental** importance for their futures i.e. water supplies for the area. Most of the communities rely on subsistence farming for their livelihoods. These high mountain forests are the water towers, for their shambas and for the towns. *Saving the Bongo will protect a significant fraction of Kenya's montane forest biodiversity.*

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

The communities have supplied labour /resources to activate these projects, once the materials have been purchased by the Bongo Surveillance Project.

- Construction of tilapia fish ponds (future income generation) introduction of Jiko cookers (utilising sawdust, dung) minimising charcoal, saving income.
- Construction of wormerys enabling schools to sell worms to other schools to initiate similar agriculture projects to improve soil quality.
- Tree nurseries – collection of seeds to grow tree plants to sell to other schools and forest projects.
- Visits to National Parks have given so much enjoyment as well as being educational to the community
- The BSP have introduced new innovations to these rural communities, such as solar lamps, and currently looking at solar grid.
- New skills have been developed by the BSP teams, with using new technologies, GPS, DVD educational film presentations, camera traps (see attached quotes).

5. Are there any plans to continue this work?

Yes, if we can secure funding for 2012 it will be possible to continue this work, and introduce the concepts to new pupils. The activity we have been doing has been defined as critical in the IUCN Mountain Bongo strategy action plan.

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

www.mountainbongo.org and with a Facebook update. Reports on request

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

Over 12 months. The project has not completed all the income generation projects, within all the schools and has the potential to be developed over a 3-5 year period.

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
Special activities, educational trips to parks and wildlife sanctuaries. Transport & lunches	£2100	£2,220	(£120)	Travel from the remote areas to KWS costs higher. Diesel.
Local Wildlife Club Coordinator for Aberdares, Mt Kenya and Eburu – wages for BSP in attendance for school activities.	£1,800	£1,800		
Transport & Field rations activity and lunches.	£1000	£1000		
Materials for programme, educational books, prizes. Includes admin costs.	£400	£342	£58	Some items sponsored. Educational Books, prizes.
Records of activities – scrapbooks, camera and photos.	£200	£80	£120	Sponsorship of some items by private donor.
Tree planting, fish ponds water, wormery, jiko, solar project, potato.	£500	£558	(£58)	New projects developed.
Total	£6,000	£6,000		Local Exchange Rate – Kenya Shillings £1 = 113.15 shillings

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

- To keep the momentum and the interest of the Bongo Wildlife Clubs, and Community.
- To continue the programme for the September intake of the new pupil's 9-11years, we will need to look at building on the income generation projects and getting sponsorship /funding. Also to meet the demand for the new schools on the forest edge, requesting to be part of project.

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?

- Yes, on our website, within photographs.
- Yes in Swara – leading East Africa Wildlife Society Magazine - Spring edition 2011 article on the development of the BSP work.
- Photographs incorporated on www.mountainbongo.org and Facebook pages.
- Reports to International Bongo Studbook on BSP activity, generated to over 150 zoos worldwide.

11. Any other comments?

This continued support with Rufford Small Grants has been of great value to the community and to saving the last remaining bongo. It is hoped this work can be developed and there can be an opportunity for capacity building. The concept of the Bongo Wildlife Clubs is enjoyed by the pupils and is in demand by Head teachers from other local forest edge schools.

Refer to quotes below:-

Comments from parent, BSP team member and school coordinator:-

Parent

“Now I believe, I will live longer than expected, because of what I have seen, felt and experienced has really touched me today. This is a historical day to me and my family. I will join Solomon of BSP to help conserve our Eburu forest. I have been cutting trees and burning charcoal, but today I have been killing myself slowly. I don’t want Lake Naivasha to dry from lack of water from the rivers that feed it from Eburu forest. Thanks to Bongo Surveillance for opening our eyes”.

BSP Coordinator Eburu

“I have always had a passion about conservation, and have spent many years in the forest. I truly appreciate the wildlife and trees, and what it means to my life. Back in the 1970’s in the Mau and Eburu forests (then continuous forest), there were many Bongo. My work then was honey gathering. I took this opportunity to be involved in the BSP to save the forest as I had enjoyed its precious resources when I was growing up. I am a close link to the schools and the community, and believe the educational development of the young is the way forward. One segment of the community (30,000) members depends on the water supplied from Eburu forest. 1million domestic animals rely on the forest spring as a source of water. I have developed technical skills, I could use for the future, for example GPS for my tracking of Bongo, camera traps, DVD presentations, mobile phone technology. I could have recently taken a live photo of the Bongo, with a hand held camera, and would indeed appreciate this for the future. I have met contacts worldwide at the Bongo ICUN conference that I participated in at Nyeri. I have been to Mombassa for a Workshop on Environment, Nature & People organised by KWS. I liaise with KFS, Green Belt Movement, KWS, L. Naivasha Nature Club. With my income from the BSP I have managed to save for a rainwater water tank, this will be a conservation saving on more efficient use of water and an improvement for my family life. I am encouraging the Eburu Women’s Group, to become more involved in conservation. Recently we had a raging fire and the community helped save the day, as they now appreciate the forest resources”.

Bongo Wildlife Clubs School Coordinator

“There is a positive attitude now in the community with regards to conservation. Most of the members of the community are interested to act in an environmentally friendly way, and really just need the encouragement, and guidance, and tools to do so. There is a desire to conserve the forest and hence protect their futures and subsequently the Bongos. It makes economic sense to do this also, and the project is a facilitator to help deliver these goals. The community and pupils have an inspired wish and talent that has previously not been nurtured and with this commitment it has help strengthen a conservation plan for each school, and this could be duplicated in many other schools. We need to identify income generating; sustainable initiatives that will help them fulfil a sense of ownership”