

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	Peter G. Mulbah
Project title	The development of an integrated youth environmental rights and education outreach program in communities around the Wonegizi proposed protected area in Lofa County, Liberia
RSG reference	53.05.09
Reporting period	September 2009- September 2010
Amount of grant	£5,857
Your email address	<u>Pmulbah_sads@yahoo.com/ sads_inc@yahoo.com</u>
Date of this report	October 20, 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
Youth Base Environmental Assessment			√√	This objective was fully achieved in conducting environmental conservation assessments among youths with an increase in the number of communities from 16 to 20. Information gathered during this process presented a good representation of activities youth are engaged with that puts pressure on the Wonegizi proposed protected forest area for livelihood support.
Youth Base Environmental Awareness and Education		√√		This objective started alongside the assessments and was realised throughout the lifespan of the project implementation. However, the team was able to cover at least reasonable number of youths in each community, but a segment of the youth mainly school dropout was engaged. With the development of the integrated youth environmental conservation programme, it is envisaged that youth in each community will be full engaged and consulted, and their participation will be increased. This is considered as long-term achievable objective and shall continue in the next phase of this project.
Development of Youth Base Integrated Environmental Program Development			√√	The youth base integrated environmental programme has been developed, validated and vetted by youth in project communities, national environmental and educational NGOs, academics, environmental experts and international environmental and conservation organisations in and outside. The draft is ready to be tested and used in the next phase of this project.

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

Liberia is one of the countries in Africa that suffered years of violence and instability from the hand of armed men and politicians, which led to the loss of hundreds of lives and properties. The country is coming back to peace, there still exist challenges in ensuring that perfect and real peace is sustained, and this demonstrated in the commitment of all Liberians to participating in the government national reconciliation and reunification programmes. As these initiatives drive along, there is still huge problem of ethnicity conflict between the Lorma and Mandingoes ethnic groups in the country and has the potential of exacerbating everywhere.

This ethnicity conflict happens to be the most unforeseen problems we encountered during the implementation of this programme. It started with missing of a teenage girl of the Lorma ethnic group, after couple of days, she was found dead. At which time the Lorma ethnic group alleged that the girl was killed by the Mandingoes, this later turn in ethnic violence leading to the loss of lives and destruction of properties. Due to intensity of the violence, SADS project staffs were recalled to head office in Monrovia until the hostility ended.

This unforeseen problem lasted for at least few weeks and the government was able to bring the situation under control.

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

The project achieved several outcomes that are contributing to the protection and conservation of the North Lorma National Forest region, especially the Wonegizi Proposed Protected Area in Ziama Clan. However, the below highlights are the three most important outcomes

1. The project succeeded in gathering information that is very useful in the implementation of behaviour change programme with environmental focus that is meant to target rural youths. This information was gathered through organising youths in each community through focus group meetings and town hall meetings to understand and document the main drivers that poses pressure on the Wonegizi proposed protected forest area and how youths could directly be involved. The results of these assessments present a clear indication of those activities youths are engaged with and at the same time how they could play an important role in reducing the pressure on the forest and the rate of deforestation. With these firsthand information, it became very easy for the team to design as clear environmentally friendly and conservation awareness messages to be use throughout the implementation of the project.
2. The project contributed to the change in behaviour of young people through the provision of relevant information to positively ensure that they benefit from the protection and conservation the forest resources without destroying them, thus keeping it intact for their children and the generation to come. This awareness education was carried out in each community by bringing together youths in focus group discussion, town hall meetings and one-to-one engagement. The messages during these youth meetings and discussions were tailored to give fair information on what measures were needed to tackle and address the threats posed on their forest and drivers of deforestation. Even though these are results that cannot be seen right away, but behaviour changes are long-term outcomes and can become visible over a period of time.

3. The third and most important outcome of this project is the development of an integrated youth-based environmental conservation programme designed to target youths that reside in the fringes of the North Lorma National Forest Area, especially around the Wonegizi Proposed Protected area. This programme composes of three modules covering the following topics:
 - a. Module 1: Introduction to the North Lorma National Forest Area
 - b. Module 2: Environmentally Friendly Farming Practices
 - c. Module 3: Living with Wildlife

These modules were developed using the information gathered during the assessments period, existing literature provided by the Forestry Development Authority, Environmental Protection Agency, Fauna & Flora International and Conservation International. In addition, SADS also incorporated literature and resource documents developed and use by the Pan African Conservation Education (PACE) project, which share information about the environment and the very practical ways in which people are addressing common environmental problems.

These modules have gone through a vigorous peer reviewed and vetting process by various stakeholders including academics, conservation practitioners, the Environmental Protection Agency, the Forestry Development Authority and other civil society groups currently operating and abroad. These modules are intended to be use in the next stages to design a pilot project in order to test its applications, and lesson learned through this pilot project phase will be used to further improve it.

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

The full involvement of local people through proper consultations and participation is the core values of our interventions in all of our field work and project implementation. We do this to ensure that targeted communities can take responsibilities and ownership throughout the lifespan of the project and even when there are no external sources of funding commitments. This project is no exception, in fact, the concept of this project work with local youth to develop a new programme that identified the issues and needs for further intervention.

The aim of this project was to assess the knowledge and understanding of youths in environmental conservation who will be trained as forerunner in the development and implementation of a more integrated environmental conservation outreach programme in Liberia. As a result, the project did target youths of different age groups and classification including students, ex-combatants and unemployed young people in all of the project communities. Prior to the implementation of this project, youth little knowledge and understanding about the significant of maintaining the forest covers and what it would mean for them and their future generation. Today, some youth can clearly tell you the important of environmental conservation and how it has affected their farming season. In addition, kids that participated have begun telling stories to their parent about the beauties of protecting the forest and what they stand to benefits.

Therefore, we believe that realising the outcome of behaviour change is not an event, it is a process. Such processes have to be accompanied by a follow-up plan that will sustain the initiative. This is the reason for the development of the educational modules that will be use in the second phase of this project as a follow-up tools, and to ensure that the impact can be felt by every youth including their

parent. Educating Liberians youth to learn about the ecological and economic values of the forest will ensure that it is conserved, protected and well managed while it provides economic benefits.

5. Are there any plans to continue this work?

Yes, there are plans to continue this work. Educational programme can never achieve its intended outcomes when there are no long-term approaches and strategies. SADS will pilot the developed integrated youth-based environmental conservation education programme in few communities in the next phase, which will afford SADS the opportunities to get immediate and direct feedbacks on the programme implementation, and lessons learnt will further be used to strengthen fill in the gaps and strengthen the programme before expanding to more communities. This mean that SADS will be sourcing funding supports to enable the implementation of the pilot phase in few communities.

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

SADS has developed an email listing of all stakeholders, and it was used to send out the modules for inputs and comments before concluding on the final draft. SADS shall continue to use this means as a way of sharing results and other relevant documents regarding this project and subsequent future projects. As for the project communities, SADS has always used town hall meetings and small gatherings to provide information and seek redress. However, in the pilot phase, SADS intend to establish a Community Action Group in each of the project communities as a direct medium through which information can be disseminated to the local people.

SADS is in the process of revamping the website, after which the results of this project and other projects will be posted as public Information.

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

The project activities were designed with immediate timelines and budgeted, which mean that every activity was implemented within the timeframe of the project agreement. The RSG was used for a period of one year from September 2009 to September 2010.

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
Accommodation(Lodging)				
Team members	900	900	-0-	
Daily subsistence Allowances	900	900	-0-	
Logistic/ Stationeries				
Flips chart stand	101.4	101.4	-0-	
Printer	236.5	236.5	-0-	
Flip chart pad	54.4	54.4	-0-	

Markers	86.4	86.4	-0-	
Steno pad	54.4	54.4	-0-	
Pen	54.4	54.4	-0-	
Ram of sheet	50.7	50.7	-0-	
Printer ink	152.1	152.1	-0-	
Poster	84.5	84.5	-0-	
Transportation				
Vehicle Rental	3,042	3,552	< 510>	Due to the bad road conditions vehicle rental rate increased.
Fuel	720	900	< 180>	Bad road condition leads to an increase in fuel consumption; and prices also increase when there is a shortage.
Other				
Workshop and Meetings Cost	405.6	405.6	-0-	
Report printing and spider binding	200	200	-0-	
Sourcing of document	168.9	168.9	-0-	
Bank service charge	202.8	202.8	-0-	
TOTAL	7,414	8,104	< 690>	NB: £sterling to US Dollar (£1.00 = 1.46USD)

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

SADS is very grateful for the financial support by the RSGF, which over the period has served as a catalyst through which rural youths are now able to learn about sound environmental practices and also exercise their rights to access and request information regarding their forest and natural resources. Therefore, SADS intend to use the developed Youth Environmental Conservation Education Outreach programme as a next step in the form of a pilot project targeting few communities and schools around the Wonegizi Proposed Protected area in Ziama Clan- Liberia. This will afford SADS to incorporate lessons learnt and let it's reflected current environmental issues. After the successful implementation of this pilot phase, SADS strongly believe that this program shall be raped to be extended to other communities and schools.

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, SADS used RSGF logo on the cover pages of the Developed Youth Environmental Conservation Education programme. SADS intend to publish this newly developed programme right after the implementation of the pilot phase, this we think will help us fill in those gaps. However, copies are attached to this report and shall only be for reading of RSGF staff, and not ready for website posting.

11. Any other comments?

Protecting the environmental and the planet, on which we live, must be taken as an obligation to all mankind. We should realize that we are architect of the numerous environmental problems the Earth is facing today including climate change, earthquake and etc. This means that if we delay in finding the require adaptation and mitigation solution to this problem, the Earth will instantly



vanish. Where will we go! Therefore, SADS believe that the fastest way through people at all levels can take action is through knowledge and information sharing. This is the reason why SADS continue to engage rural communities through the implementation of educational program that immediately focuses on the environment, forest and natural resources in general. We wish to extend our deepest thanks and appreciations to the RSGF for their overwhelming continued support given to SADS and other civil society organizations to save the environment in Liberia.