

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	Gabriel Ngale
Project title	Mobile Education Unit
RSG reference	30.05.08
Reporting period	October 2008-October 2009
Amount of grant	£5500
Your email address	ngaleke@yahoo.com
Date of this report	3 rd November 2009

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
Conservation Education Outreach Programme			Yes	A total of 200 schools and 122,689 school children were reached and benefited from the programme. They were educated on wildlife conservation through films and talks, initiation of activities and issuing of publications. All the 9 regions of the country were visited at the planned respective months for the outreach programme.
Initiating Wildlife Conservation Activities- tree planting initiative and restoring of degraded forests.			Yes	Although there was a delay in rains this objective was fully accomplished with a total of 18,400 seedlings planted in Central, Nairobi and Eastern regions.
Initiating Wildlife Conservation Activities- bird feeding tables			Yes	This was successfully achieved with 30 bird feeding tables started in the schools in North Rift and Eastern regions.

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

Drought: The tree planting activities were meant to take place during the rain season. Unexpectedly there was a prolonged dry period due to rain failure. To tackle this challenge the tree planting activities had to be postponed until the onset of rains later in the year. However the activity was finally well accomplished.

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

a. Conservation Education

During the project a total of 200 schools and 122,689 school children from all regions of the country were educated and involved in wildlife conservation. This is the highest number reached by any Kenyan conservation programme in a one year period. The project brought in a learning and happy moment to the children; they watched the wildlife films, participated in conservation talks, initiated activities and were as well issued with conservation publications. As a result of the programme the children have developed a positive attitude towards wildlife and nature conservation. This is vital especially in a country where the social-economic future is strongly tied to the well-being of the natural resources. Educating and involving people in conservation is the best way of safeguarding Kenya's wildlife given that over 70% of Kenya's wildlife population lives outside protected areas. Development of interest in conservation as a result of this project implementation was well indicated

by the rapid increase in formation and activeness of the over 3000 Wildlife Clubs in schools across the country. The project therefore achieved a critical conservation goal.

b. Addressed Local Conservation Challenges

The conservation activities initiated offered solutions to local conservation issues in various localities. The wildlife films shown were thematic and each highlighted a particular conservation challenge and a possible solution. The planting of 18,400 seedlings in school compounds and degraded forests went in line with the United Nations Environmental Program, plant a billion tree initiative as a way of combating climate change effects. One important aspect of the tree planting exercise is that it helped to restore important wildlife habitats. For example in central Kenya, the exercise helped to restore a critical habitat for endangered Hinde babbler *Turdoides hindei* at the Wajee Nature Park, only 6 members of this species are found in this area. Most of the afforested habitats are vital breeding, foraging and retreating sites for a variety of floral and faunal species of various levels of endemism.

c. Imparting Conservation Skills

The project made it possible for thousands of school children to learn and as well participate in conservation activities. They were taught various ways of initiating these activities. For example how to start and manage a tree nursery, how to make the bird feeding tables, how to label both indigenous and exotic trees, how to make a school herbarium, how to make a nature trail, how to make paper from elephant dung, how to use chilli pepper to scare elephants away, how to write good wildlife poems and articles. The project therefore helped much in instilling new skills among the youth.

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

The project used the schools as a get way to the local communities. However many local communities (adults) attended the Mobile Education Unit presentations across the country. The local communities benefitted through the outreach education programme's films and talks, initiation of conservation activities and as well through receiving the conservation publications like posters as well as *Komba* and *Swara* magazines. A total of 10,000 copies of these magazines were issued out at a free cost during the project implementation.

5. Are there any plans to continue this work?

Yes. Despite the immense efforts and achievement of the Mobile Education Unit Project there are still thousands of Kenya school children in various schools who know very little or even nothing about wildlife conservation. There is need therefore to carry on with the programme for a longer period. In addition this programme directly educates and involves the school children and communities in conservation which is the best way of addressing the current local conservation challenges and also an ideal way of changing people's negative perceptions towards wildlife conservation.

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

a. Publications:

The results will be published in the *Komba* magazine. This is a conservation magazine quarterly produced by the Wildlife Clubs of Kenya and sent to Wildlife Clubs in Kenya schools free of charge.

b. WCK networking:

The results will be made available to Wildlife Clubs of Kenya (WCK) network structure across the country. They include the Head Office in Nairobi, seven regional conservation education centres, 10 Action Groups found in the 10 regions across the country and the wildlife club members in various schools. The results will also be made public in conservation forums that will involve many conservation stakeholders participation.

c. Internet:

The results will be posted in the Wildlife Clubs of Kenya blogsite at:

www.wildlifeclubskenya.wildlifedirect.org

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

The RSG grant was used between October 2008-October 2009. The grant amount matched well with the stipulated length of the project. However, much more funding would be appreciated. The Wildlife Clubs of Kenya has only £1644 as a government grant to continue with this Mobile Education Unit program in the early months of the year 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
Mobile Education Unit Vehicle Running Cost (Fuel/gas, repairs & normal servicing)	£3,906	£3,950	-£44	There was a rapid increase in fuel/gas prices in Kenya in the year 2009. The extensive field outreach to all 9 regions of Kenya driving on poor roads led to high cost in maintaining the vehicle.
Mobile Education Unit Audiovisual maintenance (projector, DVD players, public address system)	£814	£900	-£86	There was an increase in the projector servicing cost. The initial budgeted £414 was readjusted to £814.
Making 30 bird feeders	£240	£200	£40	Raw materials were easily affordable, a decrease in expenditure.
Creating wildlife habitats (restoring degraded forests)	£220	£220	0	The initial budgeted £320 was readjusted to £220 and the extra £100 transferred to the Audiovisual maintenance.
Tree Planting	£320	£300	£20	Some schools contributed seedlings for planting, a decrease in expenditure.
TOTAL	£5500	£5570	-£70	The local exchange rate is 1£ =120 Kenya shillings

NB: This overall budget expenditure excludes the field subsistence costs (Meals & accommodation) that were covered/provided by the Wildlife Clubs of Kenya.

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

a. To vigorously carry on with this vital task of educating and involving the Kenyan youth and public at large in wildlife conservation. It's the most suitable conservation approach today. 65% of the 34 million Kenyans are the youth. Their knowledge, understanding, interest and involvement in wildlife conservation is critical to our country's socio-economic, and ecological future.

b. Initiate more conservation activities with school children and communities as a way of combating conservation challenges. Loss of biodiversity, desertification, pollution, climate change among others are some of the challenges that can better be dealt with at a local level. Starting of alternative environmental friendly activities with schools and communities is much more needed. For example bee keeping can be started by communities as an alternative activity to charcoal burning and wildlife poaching.

c. Make community conservation films (documentaries) to address specific conservation issues locally. Such films give a voice and a sense of belonging to the local people themselves. The language and local conservation issues featured in such films might be easy for local people to interpret and follow. This will strengthen the aspect of using films as a conservation tool.

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. The RSGF logo was used during the Mobile Education Unit presentations in schools as well as official meetings and conservation stakeholder's forums.

11. Any other comments?

The hundreds of thousands of school children reached were happy to have the Mobile Education Unit Project running thanks to RSG support. They enjoyed the presentations and activities; we pray that this will continue for the betterment of our Kenyan children and public in general. The Wildlife Clubs of Kenya has only £1644 government grant to continue with this key conservation education task in the early months of the year 2010.