

## The Rufford Small Grants Foundation

### Final Report

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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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

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| Grant Recipient Details |   |
|-------------------------|---|
| Your name               | Caroline Chumo  |
| Project title           | Environmental education with public schools near Katavi National Park in Tanzania |
| RSG reference           | 33.01.07  |
| Reporting period        | 2007-2008   |
| Amount of grant         | £ 4965  |
| Your email address      | carolinechumo@gmail.com   |
| Date of this report     | February 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  |
|-----------------|--------------|--------------------|----------------|---|
| Park adventures |              |                    | ✓              |   |
| Tree planting   |              |                    | ✓              |   |
| Chicken keeping |              | ✓                  |                | The number of initial school-based chicken keeping start-up projects was too high. A smaller number of pilot projects would have had a higher success rate. |

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

- a. **Park adventures** – The distance from the park to the remotest villages was very high. The park had no hostels for visitors and therefore every trip must start and end in a village within the same day. The Mpanda district area has very few vehicles, and especially few large vehicles for mass transport. We were dependent on lorries from the Mpanda district education office and Tanzania National Parks. Both parties gave us very little lead preparation time, as their vehicles were required for many office related activities. As a result of the short lead time we were unable to conduct all of the “before-after” surveys of students’ environmental knowledge, attitudes and practices.
- b. **Tree planting** – Again for the distribution of tree seedlings we were dependent on the services of lorries from the district and TANAPA. The delays in obtaining these vehicles discouraged staff and students at the two school-based project nurseries, who were expecting the trees to leave their care and be taken for planting at the neighboring schools. As a result the quality of nursery care reduced over time and the survival rate of the tree seedlings decreased near the end of the period of time in the nurseries.
- c. **Chicken keeping** – The commitment of the schools’ management varied from school to school. At schools with highly committed teachers and village leaders, project leaders completed the building of the chicken coops very quickly. At schools with limited commitment, building took a very long time, in some cases up to 6 months.
- d. **General issues** – We underestimated the amount of time needed to follow up on each other projects, particularly the tree planting and the chicken keeping projects. Sometimes schools needed encouragement in order to build the confidence necessary for completing their school based tasks, such as building the chicken coop as per our specifications, or motivating students to dig holes for trees. Other times schools did not have the will to do their tasks. In these cases, especially, we spent a good deal of time motivating, reminding and garnering outside support.

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

Since the grant covered three separate but related projects, here I describe the most important outcome from each sub project.

- a. **Park adventures** – The most important outcome of the school excursions to Katavi National Park was the, besides the participation of over 600 students and teachers, was our collaboration with Tanzania National Parks. TANAPA sometimes has a poor reputation in the village due to the behavior of some of its personnel when on leave in the village and due to the harsh treatment of villagers arrested for poaching. Perhaps in an effort to dispel its bad image, the Community Conservation Services department did everything in its power to make the park adventures a good experience. CCS provided a vehicle at cost, lectures for the students and waived the park fees for all participants in all 10 trips.
- b. **Tree planting** – Besides producing over 50,000 seedlings from seed, the most important outcome of the tree planting sub project was the provision of native seeds – both from locally identified sources in the outskirts of Katavi National Park and from a seed bank based in Iringa Region. In doing so, we helped demystify for many teachers and students the fact that native trees – notorious for being hard and slow to grow – can indeed be grown from seed given the right nursery conditions. Our experienced manager of the project nurseries took the two nursery schools step-by-step through the proper nursery set up and guided all 20 schools to receive seedlings through the proper tree care after final planting.
- c. **Chicken keeping** – The most important outcome of the chicken keeping sub project was the provision of basic knowledge about illness prevention, nutrition and hygiene. Although we decided to use high egg producing roosters from Malawi, the knowledge we provided through trainings and demonstrations will serve the community in improving the production of their flocks of local chickens, increasing domestic protein intake and potentially reducing consumption of hunted meat.

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

Community participation was central to the implementation and final success of the project. For the tree planting sub project, primary school students followed the instructions of the nursery manager to prepare seeds, transplanting tubes, dirt, planting holes, and everything else from the first to last steps of the project. Students were the caretakers of the chickens and were also the main targets of the park trips. All sub projects were dependent on the support and protection of the village governments and divisional government.

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

Of the three sub projects the least continuous is the park adventures, because the nature of the project requires ongoing capital to fuel vehicles. The trees continue to be cared for and the chickens continue to be tended to and school progress is monitored by MIMAMPI, my implementing partner.

I had intended to continue the work and apply for a second Rufford Small Grant but the funding for my \$500 per month stipend from the University of California, Davis ended and I was forced to look for other employment. I am now employed as the Communications Officer at the Tanzania Natural Resource Forum based in Arusha, Tanzania.

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

We have published an account of the park adventures and their “before-after” survey of students’ environmental knowledge, attitudes and practices in a Tanzanian environmental conservation journal, called *Miombo*. I also prepared a long and short version of a guideline for poultry keeping in schools for the Districts and assisted in its distribution.

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

The actual project timeline (July 2007-August 2008) matched 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.**

See the attached budget.

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

The next steps are to provide ongoing encouragement to the manager of the tree planting sub project, which I do as time allows over the telephone. He continues to support the 20 recipient schools in caring for their trees out of his own time and money. Because two of the schools now have experience managing nurseries, funding for more seedlings will help the schools continue and improve on their earlier effort.

The chicken keeping sub project would benefit from further funding to support MIMAMPI in collaborating with the livestock extension officers to monitoring coop progress.

**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?**

I used the RSGF logo as frequently as possible on all publications during the length of the project. This use included letterheads, meeting minutes, project notes and guidelines.

**11. Any other comments?**

None