

## 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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

#### Grant Recipient Details

<b>Your name</b>	Leonard Gastory Lugali
<b>Project title</b>	Environmental Education and Conservation Programme (EECP)
<b>RSG reference</b>	RSG 43.05.08
<b>Reporting period</b>	10 Months
<b>Amount of grant</b>	£5885
<b>Your email address</b>	<a href="mailto:leonard_gastory@yahoo.com">leonard_gastory@yahoo.com</a> and <a href="mailto:jema@uccmail.co.tz">jema@uccmail.co.tz</a>
<b>Date of this report</b>	3 <sup>rd</sup> July 2009

## 1. Level of achievement of the project's original objectives

Objective	Not achieved	Partially achieved	Fully achieved	Comments
Development and dissemination of environmental education and training materials			√	Enough materials were developed and disseminated as planned.
Provision of environmental education to schoolchildren		√		Out of 21 primary schools we have been managed to reach 20 and deliver environmental education. It has been impossible to reach one school because of infrastructural (road) and communication constraints.
Field (practical) training to school environmental teachers		√		Out of 21 school environmental teachers, only 19 attended the training. The other two did not attend for personal reasons. In addition, after consultation with other stakeholders, we decided to involve children in the training and therefore a total of 32 children from 19 schools also attended the training.
Establishment of tree nurseries at school grounds		√		As planned, we managed to supply tree seeds and polythene tubes to enable schools to establish tree nurseries at school grounds. However, we did not manage to visit each school and establish tree nurseries together as per the plan because: 1) we wanted the activity to be done quickly so as to fully utilize the rainy season for better growth of seedlings; 2) the rainfall damaged the roads to the schools thus we could face transportation problems; and 3) the transport logistics for sure was problematic to us - schools were far, the roads were not in good condition and all these had implications in costs. So, after practical training, we distributed tree seeds and polythene tubes and we allowed the environmental teachers to establish tree nurseries on their own. Eventually we visited them to assess the progress of tree nurseries and evaluate the project.

## 2. Unforeseen difficulties that arose during the project

Along with meeting project activities and attaining a number of achievements, the following problems and challenges have faced the proponents in the course of implementing the project.

- **Lack of collaboration from schools**

Some primary school Heads and environmental teachers do not appreciate the importance of the environment; as a result they were slow in making proper arrangements for the project activities. The inadequacies were particularly observed in disseminating information to other teachers and schoolchildren, preparing children and classes for education sessions, preparing relevant facilities and personnel for environmental education, environmental training and establishment of tree nurseries.

This problem was handled by regular communication with primary school head teachers and environmental teachers, a few days and a few hours before the events. Also, we tried to be flexible and patient enough to cope with the situation and find better ways of doing things.

- **Poor infrastructure**

Some schools such as Msimbo, Bwama, Kibuta, Kauzeni, Gumba and some others are very far away from the Dar es salaam and Kisarawe town. In addition, the geographic infrastructure, especially roads and communication, are very problematic especially during the rainy season. However, the local government authority begged us to reach them for they are environmentally problematic and communities around them are posing great negative impact to Kazimzumbwi forest. This brought about transportation and communication difficulty especially during project notification, environmental education and training, and to some extent the problem has affected even the budget arrangement.

We did our best to review the budget arrangement so as to incorporate all 21 schools. However, the problem has affected the project to some extent in terms of meeting the time and resource obligations.

- **Presence of environmental problems beyond the project objectives**

Primary schools as well as the community around the Kazimzumbwi forests experience a number of environmental problems. The critical ones include lack of water, forest fires, inadequate land and water resource management, inadequate capacity to develop and implement participatory environmental management programmes, lack of tools and facilities and lack of finance to better implement conservation activities. As a result, we were requested to address these problems as well despite of the limiting scope and objective of our project.

We just noted those problems and represented them to relevant local authorities for further follow-ups. In addition, we requested the schoolchildren and teachers to collaborate with their local communities and local government authorities to find ways to address together local environmental problems. We also promised to mobilize other partners to help them handle some problems.

- **Changes in climatic conditions**

The coastal region of Tanzania always receives the main rainy season from February to May every year. This year, things were a little bit different; the rain started in April and it ended in

May. This delayed the establishment of tree nurseries at school grounds because rainfall is an important water source which does supplement water defiance for seedling growth.

We adjusted the project timetable to better cope with the climatic situation. In addition we allowed the primary schools to establish tree nurseries on their own to fully utilize the rainy season.

### **3. Outcomes of the project.**

#### **Improved Environmental Awareness among Schoolchildren**

The project has enabled primary school children reached by the project to sharpen their environmental knowledge to better educate others, be part of school and communal environmental conservation efforts and grow in an environmentally friendly manner. The school environmental clubs which have been formed at each school are now acting and school and communal environmental watchdogs and will have long term constructive impacts for environmental management and especially management of the Kazimzumbwi forest in Kisarawe.

#### **Increased Capacity among Primary School Environmental Teachers**

The practical training part of the project has enabled primary school environmental teachers to acquire practical knowledge on how to establish tree nurseries, raise tree seedlings, and care for the planted trees. With this knowledge teachers have committed to participate effectively in implementing conservation projects at school grounds and communal areas.

#### **Increased Environmental Conservation Practices within the Forest Reserve**

The tree nurseries established at school grounds have contributed to the conservation practices within the Kazimzumbwi Forest Reserve. The raised trees will be planted within the primary school surroundings which are either within or close to the reserve. The trees will play an important role in restoring the forest considering that deforestation and land degradation have adversely impacted the forest.

### **4. Involvement of local communities**

The main stakeholders under the project were schoolchildren, school teachers and local government authorities.

The project was notified to the local authorities of Kisarawe district including the offices of Executive Director, Education Department, Natural Resource Department as well as the Forestry Department. Upon notification, the education department assisted the project to select 21 primary schools near and surround the Kazimzumbwi forest in Kisarawe to be involved in the project. The Kisarawe Education Officer also did introduce the project to the selected primary schools and offer a permit to carry out the project. To make the project effective, an annual timetable was provided to project proponent to guide the study sessions in primary schools in Kisarawe.

After making all proper arrangements with the local government at the district level, we did visit the selected primary schools for the first time to introduce the project and make a prior survey at school grounds to gather all necessary information that would be required for making decisions on the later stages of the project. The surveys at school grounds were conducted in collaboration with Head Teachers and environmental teachers at Primary Schools.

Likewise, appropriate large crowning indigenous trees suitably favoured by climatic and geologic conditions at Kisarawe were jointly selected by project proponents, forestry and natural resource departments at Kisarawe as well as the National Tree Seeds Agency in Tanzania (TTSA) who also did sell the seeds to the project. Four species of indigenous (local) trees were selected. To meet the demands of primary schools as per prior visits to schools, the project proponent also selected one species of ornamental tree and one species of fruit tree for schools.

## **5. Plans to continue the Project**

The project proponents wish to implement the same idea (or with some improvements) to serve and restore the Kazimzumbwi to the maximum extent possible, but also to reach as many schools as possible and serve the wider community. Fortunately, many primary schools as well as the local government in Kisarawe have shown an interest to implement the same project to cover all schools in the district and to capacitate the village environmental committees to better enable them be part of the conservation efforts in the district. They all recognize that educating children and teachers at primary school level is an important step in raising environmental conservation awareness as many people will be reached by environmental message and encouraged to do better to the environment for sustainable development. They also appreciate that participatory approach is the only way to attain sustainable environmental management.

## **6. Plan to share the results of project with other partners**

We have prepared a comprehensive report on the execution of the project and experience gained out of the project. The report includes some data collected and photos taken in the course of implementing the project. The report also includes our recommendation on what should be done to raise environmental awareness and manage the Kazimzumbwi forest. It's our intentions to submit the report to all relevant stakeholders including the Local Government Authority of Kisarawe, the National Environmental Management Council (NEMC) and the Vice President Office – Environmental Division. Note that, being close to the Dar es Salaam City, the Kazimzumbwi forest is experiencing heavy deforestation whereby trees are cut down in big numbers for daily domestic and business requirements of city dwellers and villagers themselves. The government has called for joint efforts to conserve the forest. This report will therefore provoke the way towards better management of the forest for sustainable development. Please find the attached report which has been designed to share with other stakeholders.

## **7. Timescale:**

The project was implemented for a period of 9 months. However the plan was to accomplish the project within 6 months. This has been so because of the unforeseen constraints as presented previously. However, we did our level best to make sure that project results into tangible outputs and outcomes rather than meeting other obligation of especially time.

## 8. Budget:

Project Item		Budgeted Amounts (£)	Actual Amount (£)	Difference (Budget – Actual) (£)	Comment
Project Notification	Transport costs	N/A	116.58	-117	Due to increased distances and road roughness
	Facilitators Honoraria	N/A	267.16	-267	Due to increased working hours and scope of the work
Development of environmental materials	80 kids booklets for 21 schools @850	804.42	693.65	111	Due to reduction of class size and material costs
	80 brochure for 21 schools @500	402.21	408.03	-5.82	Minor
	5 posters for 21 schools @ 3500	201.1	178.51	22.6	Minor
	5 teachers guiders, 21 schools @2,500	160.88	127.51	33.4	Minor
	2 environment Policy copies, 21 schools @5000	80.442	102.01	-21.6	Minor
	2 forest policy copies, 21 schools @5000	80.442	102.01	-21.6	Minor
Delivering environmental education to school children	Flip chats	80.442	N/A	80.4	Black boards were used instead of flip charts
	Mark pens	18.387	N/A	18.4	Minor
	1 note book, 70 kids, 21 schools @ 600	482.65	398.32	84.3	Due to reduced class size and reduced materials costs
	Motivational materials to school children (Pens, Pencils, Rulers, Exercise books)	144.8	184.59	-39.8	Minor
	Honoraria to Educators	482.65	582.9	-100	Due to increased working hours.
	Transportation costs to schools	N/A	388.6	-389	Due to increased travel distances and road roughness
Environmental Training to	3 flip charts @ 11,500	19.153	16.758	2.39	Minor

school teachers and children	Training package, 21 schools @ 3000	N/A	30.602	-30.6	Minor
	1 box of mark pen @22,500	9.1933	10.929	-1.74	Minor
	1 writing pad, 21 teachers @2000	16.088	204.02	-188	Minor
	1 note book, 42 children @600	N/A	12.241	-12.2	Minor
	1 pen, 63 participants @400	2.4133	12.241	-9.83	Minor
	Meal and transport, 19 schools @ 10,000	160.88	92.293	68.6	Travel distance for participants was shortened, and some did not attend
	Facilitators transport from Dar es salaam	N/A	72.863	-72.9	To shorten the distance of trainees, facilitators had to establish a centre close to trainees
	10 manila card @ 1000	3.8306	N/A	3.83	Minor
	Facilitators Honoraria	N/A	106.87	-107	Due to increased working hours
Establishment of Tree nurseries at schools	Purchase of seeds (Different species, different quantities)	1206.6	459.04	748	Cost relief from TTSA (National Seeds Agency) because the project aim at serving the community
	Purchase of Polythene tubes, 42kg for 21 schools @12,500	402.21	255.02	147	Due to decreased costs of polythene tubes and decreased amount per school
	Facilitators Honoraria	551.6	N/A	552	No facilitation on tree nursery establishment, teachers established them on their own
Administrative logistics	Communication, stationery and secretarial services	229.83	266.19	-36.4	Minor
	Local travel costs	268.14	183.61	84.5	More travelling were in the field
	Evaluation and monitoring (Supervision) costs	N/A	476.04	-476	Due to increased working hours and scope of the jobs

	Report writing and dissemination costs	76.611	97.15	-20.5	Minor
	Bank Charges	N/A	38.86	-38.9	Minor
<b>TOTAL</b>		<b>5885</b>	<b>5884.6</b>	<b>0.41</b>	<b>Almost Balanced</b>

*Note that: 1£ = 2058.666 Tshs. (Local Currency)*

*Negative sign (-) = Extra cost incurred*

*Positive sign (+) = Cost saved*

*N/A = Cost which has not been accounted for*

*+ or - 50£ has been considered as minor variation*

## 9. Next steps

### a) Post Project Monitoring

The very important step is to continue monitoring what we have accomplished in Kisarawe. In tree planting programmes, normally the problem is not to plant trees, rather to maintain and care for the planted tree to the high survival rate to better realize their benefits.

With this view in mind, and in collaboration with especially the local government authority in Kisarawe, we have agreed to continue contacting and where possible visiting the school under the project, to assess the progress of tree nurseries, planted trees (checking the survival rates) and assess the overall changes brought about by the project

### b) Improving and extending the project

Ideally, the project seems to be the appropriate solution to degradation and deforestation problem. This is because, along with promoting action based conservation practices, the project is also preparing a group of environmentally active group which will continually be part of the conservation efforts and educate others.

That being the case, the project needs to be extended in terms of the geographic coverage as well as the target groups. Schoolchildren, school teachers, local community members/leaders and local community authorities need to be capacitated and enabled to take part along what is called Participatory Management of Environment. This approach will further bring about more cost effective project implementation, reflect the needs and expectations of the local community, assure projects' sustainability, enhance skills development and promote a greater sense of project ownership.

## 10. Usage of the RSGF logo in materials produced in relation to this project

In all the materials produced under the project (including letters) for the purpose of accomplishing the project activities, the RSGF Logo was used. Similarly, JEMA Logo was also used.

Also, JEMA has been granted an air time opportunity of one hour every week at the radio station that belongs to the University of Dar es Salaam to discuss environmental related matters thereby raising environmental awareness to local communities. In the early stage of the project, JEMA

allowed its air time to discuss degradation of the Kazimzumbwi Forest as well as the project with RSGF.

## **11. Comments**

As per own evaluation, more than 70% of the project objectives have been attained. In general terms, the project has received a positive response from almost all main stakeholders. The project has also provided a commendable contribution in the strategy of the government of United Republic of Tanzania to address land degradation and safeguard water catchments which are critical environmental problems.

I finally wish to express my sincere thanks to JEMA Secretariat based at the University of Dar es Salaam for being part and parcel in hosting and implementing this project to the extent of realizing its objectives for sustainable environment management. Thanks also to my referees: Ms. Linda Sanders (Kent University – UK), Mr. Noah Pauline Makula (Research Fellow - UDSM) and Mr. Samwel Kessy (Ministry of Work and Youth Development – Tanzania) for supporting me and my proposal to the extent of its execution.

I am also very glad to take this opportunity to recognize the contribution and general collaboration of the forestry department, natural resource department and the education department based at Kisarawe district. More thanks should go to the primary schools themselves as main stakeholders, particularly Head teachers, environmental teachers and kids involved.

Last but not least, I would like to thank the Rufford Small Grant Foundation for the financial support through which the carrying out of this project has been possible. More thanks to Jane Raymond for keeping in touch with me, receiving and approving my progress reports. I appreciate.