

Final Evaluation Report

We ask all grant recipients to complete a project evaluation that helps us gauge the success of their project. This must be sent in **MS Word and not PDF 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 – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please DO NOT fill in and submit this form until the project has been completed.

Complete the form in English. Note that the information may be edited before posting on our website.

Please email this report to jane@rufford.org.

Your Details	
Full Name	Happyness Jackson Onesmo
Project Title	Promoting wildlife conservation education through Students' wildlife clubs around Katavi National Park
Application ID	44229-1
Date of this Report	15 th October 2025

1. 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
Establishment of 5 additional wildlife clubs			√	<p>We successfully established an additional five school wildlife clubs. Each club with 40 club members, totalling 200 club members. We established wildlife club guidelines and this manual was distributed to all the newly established wildlife clubs. We trained the club teachers and student leaders on how to effectively use the manual to guide and structure wildlife club activities.</p>
Conduct of two training of teachers			√	<p>We changed the approach. Instead of gathering all 30 teachers together, we changed the approach to in-school meetings, and we managed to have 30 in-school meetings with each school, with 4 teachers (school headmaster/mistress, academic teacher, second master/mistress and school wildlife club members).</p> <p>We conducted both pre- and post-training evaluations with the teachers. The results showed that, initially, teachers had limited knowledge and skills in integrating conservation education into the school curriculum. However, after the in-person training sessions, we</p>

				<p>observed a significant improvement. Many teachers developed a strong personal interest and demonstrated a clear willingness to incorporate conservation concepts into their lessons, recognizing the important role conservation plays in our lives, the environment, and the economy.</p>
<p>Conduct 30 conservation education sessions, including artworks, films, classroom sessions, and quizzes.</p>			√	<p>We have managed to conduct 30 conservation education sessions in 30 wildlife clubs, reaching 2590 students (1218 male and 1372 female) through conservational films, PowerPoint presentations, arts, storytelling, quizzes, and class discussion.</p> <p>We invited external stakeholders, including officers from the Mpimbwe Wildlife Management Area (WMA), Katavi National Park outreach staff, and local environmental officers, to lead the selected talks. Their participation strengthened the students' exposure to real-world conservation issues.</p>
<p>Organize 4 conservation educational park trips.</p>			√	<p>We managed to organize the student educational park trips to Katavi National Park with 40 students per trip. Here, we obtained students by observing the 20 active club members per club and the 8 active wildlife clubs with their club teachers. And with these trips, we reached 160 active club members (80 male, 80 female), and 8 club teachers in 8 active school wildlife clubs.</p>

				<p>The educational park trips involved guided game drives, birdwatching, observations, and presentations from Park Warden, Rangers, ecologists and WASIMA team on wildlife behavior, the importance of the Katavi National Park ecosystem, conservation challenges and question-and-answer sessions.</p> <p>We conducted an informal evaluation through pre- and post-trip evaluation forms. Through this, students showed increased knowledge of wildlife species, improved understanding of conservation threats, and greater motivation to participate actively in wildlife club activities. Teachers also reported that students demonstrated more enthusiasm and confidence in conservation topics following the trips, as most of them, about 90% were never in the park.</p>
15 eco-studies			v	<p>We successfully managed to conduct 15 eco-studies reaching 450 students (250 male and 200 female). Where students and their teachers visited different areas, such as village water-catchment forests and regions, the Mpimbwe Wildlife Management Area (WMA), and Lion-Proof Boma areas, as well as protected riverine areas based on the village context, to gain both theoretical and practical educational experiences.</p>
Planting of 500 indigenous trees and 500 fruit trees			v	<p>Through tree planting initiatives in the Mpimbwe District Council, we have managed to plant 35,000</p>

			<p>fruit and non-fruit trees (G. Sepium, G. arborea, T. grandis, T. Indica, Cashew species, Malabor plum, Ficus carica, Pawpaw species, and guava) across nine schools, religious institutions, Natural Village Water-Catchment areas, forest areas, individual farmlands, and home environments.</p> <p>We opted for only nine schools due to water availability, as there was only a little rain and too much dry weather. So, we selected schools that have a water well and tanks, which enabled them to water the planted trees throughout the year. Though other schools jointly participated in planting trees in village water-catchment areas, students were given 5 trees each to plant in their home farm area.</p>
<p>Development of educational materials</p>		<p>v</p>	<p>Successfully procured educational materials, including exercise books, Oxford mathematical sets, sticky notes, rulers, pencils, pens, and coloring materials, to support and facilitate activities in wildlife clubs. Also, now we have managed to prepare and design the educational brochures, club booklets, and comic books. We expect to print them in November this year. We failed to print them due to comments and suggestions from our partners and local stakeholders. We plan to print 70 booklets. And these will</p>

				<p>be disseminated in our 30 school wildlife clubs. And the remaining copies will be given to the District Education Officers, TANAPA, TAWA, District Game Officers, our Village Volunteers "Lion Conservation Ambassadors", and WASIMA outreach team.</p>
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2. Describe the three most important outcomes of your project.

- a) Our education initiatives significantly raised awareness of lion and habitat conservation among 30 school wildlife clubs, reaching over 2,590 students through classroom sessions and activities. We also organized World Lion Day celebrations, directly engaging 1,500 community members. Additionally, we conducted four educational park trips with 160 students and 15 ecological studies involving 240 students, providing hands-on learning experiences that promote best conservation practices among local communities around Katavi National Park.
- b) We successfully conducted 30 school-level meetings with headmasters, academic staff, and wildlife club teachers, engaging 120 teachers. These meetings strengthened collaboration with schools, ensured institutional support for club activities, and built teacher capacity to integrate conservation into daily learning.
- c) Through community-driven tree planting in Mpimbwe District, we planted 35,000 trees (fruit and non-fruit, including *G. sepium*, *G. arborea*, *T. grandis*, *T. indica*, cashew, malabar plum, ficus carica, pawpaw, and guava). Planting sites included schools, religious institutions, village water-catchment and forest areas, as well as individual farms. Despite drought challenges, approximately 70% of the planted trees survived, contributing to long-term habitat restoration and food security.

3. Explain any unforeseen difficulties that arose during the project and how these were tackled.

- A. The unplanned replacements and transfer to other schools of several environmental teachers disrupted some club activities. To mitigate this, we trained village volunteers to support wildlife club activities, ensuring minimal interruption to the program.
- B. Vehicle breakdowns and late maintenance limited our ability to execute activities on schedule. To overcome this, we utilized public transportation to ensure the continuity of our fieldwork.

4. Describe the involvement of local communities and how they have benefited from the project.

The project actively involved diverse community stakeholders, including teachers, students, local leaders, and religious institutions. Teachers co-facilitated youth

engagement activities such as tree planting, field trips, class sessions, and creative art initiatives. Communities participated in tree planting and monitoring in schools, village water catchments, and forest areas, contributing to the planting of 35,000 trees with a survival rate of about 70%, even under drought conditions. Students played a key role in watering and caring for the trees at schools. The project also supported entrepreneurship initiatives within wildlife clubs, rewarding the top four student-led mini-projects and recognizing the three best-performing teachers with certificates. This recognition-built motivation, pride, and ownership among schools and teachers, while also creating local champions for conservation.

5. Are there any plans to continue this work?

Yes. We plan to expand this work to ensure lasting conservation impact. The next phase will focus on:

- A.** Scaling up youth engagement through wildlife clubs in villages most affected by human-wildlife conflict, particularly near protected areas
- B.** Enhancing students' active participation in local radio programs, eco-entrepreneurship mini-projects, Field trips, and the World Lion Day event.
- C.** Expanding conservation education in the 15 most active school wildlife clubs through presentations, discussions, documentaries, and creative hands-on activities.
- D.** Continuing to train teachers, equipping them with techniques to bring conservation to life in schools and effectively manage student mini-projects.
- E.** We aim to promote student wildlife clubs as autonomous and self-sustainable entities through conservation leadership and career development. We plan to train at least 500 youth annually

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

We use the following platforms to share the project results:

- A.** WASIMA Website: <http://www.wasima.or.tz/>
- B.** Rufford Foundation website project page
- C.** WASIMA LinkedIn page <https://www.linkedin.com/company/watu-simba-na-mazingira/>
- D.** Stakeholders' updates through progress and final reports
- E.** WASIMA [newsletters](#) (Quarterly, semi-annual, and annual)
- F.** Printed educational materials, such as Brochures and posters, which are distributed to the community and stakeholders
- G.** Local and international Conferences like the TAWIRI conference!!

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

- A.** Conservation Education Expansion: Reach more students in the 15 most active clubs through school-based outreaches, documentaries, discussions, and art-based activities.
- B.** Teacher Training: We aim to conduct two training sessions on practical conservation education techniques and mini-project management.
- C.** We plan to conduct 10 eco-studies field trips to Katavi National Park for students, teachers, and young herders, offering first-hand wildlife experiences.
- D.** World Lion Day Event: We will host an event for over 1,000 participants, featuring art exhibitions, conservation poetry, lion marches, drama, and traditional dances.

- E. Eco-Entrepreneurship Support: We will encourage wildlife clubs to develop small-scale eco-friendly projects (budget not exceeding £100). We will support the top three most feasible projects.
- F. Students' Conservation leadership and passion development workshops for 500 students.
- G. Radio Programs: Organize 10 student-led conservation talk shows on local radio to spread wildlife and habitat conservation messages.
- H. Peer-Influencer Program: We plan to engage respected local agro-pastoralists who have adopted wildlife-friendly practices as role-model speakers to inspire students through school meetings.

8. Did you use the Rufford Foundation logo in any materials produced in relation to this project? Did the Foundation receive any publicity during the course of your work?

Yes, through:

- A. WASIMA Website (Our Supporters section)
- B. WASIMA [LinkedIn](#) page
- C. Official letters and stakeholder communications (schools, TANAPA, District Council, and village leaders).
- D. Organization reports
- E. Online WASIMA newsletters
- F. Brochures and school wildlife club booklets

9. Provide a full list of all the members of your team and their roles in the project.

- A. Ms. Belinda Mligo- Human-Lion Coexistence Coordinator- assisted in Coordination of project activities; also, monitored and evaluated progress.
- B. Mr. Paul Yohana- environmental education field officer: Supported field-level education and outreach.
- C. Mr. Bahati Kayanda -Field assistant and office driver: Assisted in implementation and logistics.
- D. Mr. Lino Gilya- Program Manager (replaced Mr. Emmanuel Stephens): Supervised project implementation.
- E. Mr. Jonathan Kwiyega- WASIMA Executive Director- he played roles as a mentor and my project, and Organization Technical Advisor.

10. Any other comments?

- A. We will continue monitoring and evaluating project impacts, especially student engagement in conservation.
- B. To sustain teacher motivation, there is a need for basic support, field equipment, and tools such as bird trapping nets, binoculars, mammals, birds, and reptiles and plants field guide books, smartphones, educational and promotional materials such as brochures and caps, and t-shirts branded with logos would be great to have. Since most wildlife club teachers volunteer, providing small but meaningful incentives will greatly enhance their commitment and effectiveness.

ANNEX – Financial Report
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