

Final Evaluation Report

We ask all grant recipients to complete a project evaluation that helps us to gauge the success of your 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	Moshood Farhan Jimba
Project Title	Combating Climate Change Through Education, Nursery Establishment and Tree Planting in Secondary Schools in Ilorin, Kwara State, Nigeria
Application ID	45590-2
Date of this Report	January 2026

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
Increase Climate Literacy among Secondary School Students in Ilorin, Kwara State				The project successfully incorporated knowledge of climate change into the education of students in Ilorin. We focused on 9 schools in Ilorin and reached almost 1000 students. We also trained 18 teachers in the schools. Pre- and post-project evaluation showed over 48% increase in climate literacy among students.
Provide Climate Change Advocacy Skills for Secondary School Students in Ilorin, Kwara State				We designed the project to train secondary school students on four essential skills for climate advocacy, viz, effective communication, storytelling, data interpretation, and networking.
Establish Permanent Nurseries in Secondary Schools in Ilorin, Kwara State				Functional nurseries were established in all participating schools, and students received hands-on training in nursery practices to ensure the sustainability of these initiatives. In total, 9 nurseries were established.
Carry out Tree Planting Exercise in Secondary School Students in Ilorin, Kwara State				Diverse tree species were planted within schools and surrounding communities, contributing to ecosystem restoration and long-term climate resilience. We planted about 1080 seedlings with about 94% survival rate. Students, teachers and community members were fully involved in the planting. Periodic check would be conducted to monitor the survival of the seedlings.

2. Describe the three most important outcomes of your project.

a). Enhanced Climate Literacy and Awareness: hundreds of secondary school students in Ilorin gained a deeper understanding of climate change, its causes, and its impacts. This outcome is significant because it lays the foundation for cultivating a generation that is better informed and capable of making sustainable choices in their communities.

b). Development of Youth Climate Advocacy Skills: students were not only educated but also empowered with practical advocacy skills such as effective communication, storytelling, data interpretation, and networking. These skills positioned them as young climate activists who are capable of influencing peers, communities and even policymakers.

c). Practical Environmental Action through Nurseries and Tree Planting: permanent nurseries were established in schools, and diverse trees were planted within schools and nearby communities. This outcome ensured long-term ecological benefits, including improved greenery, biodiversity conservation, and potential carbon sequestration, while also providing students with hands-on experience in ecosystem restoration.

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

We faced some challenges during the project. The school calendars were often tight, making it hard for teachers to get enough time with the students, but we solved this by working with school authorities to use extracurricular periods for students. At the beginning, some schools were sceptical about allowing the project, so we made every effort to convince them and connected them to local issues they could relate to. We also experienced a delay in receiving the final approval letter from the ministry, which slowed down the commencement of the project. However, with patience and understanding, we eventually scaled through.

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

The project brought local communities in Ilorin on board at every stage, making them true partners in its success. From the outset, teachers and school management were involved to ensure that the activities aligned with the needs and values of the community. Many teachers gained new knowledge through training on climate change and nursery practices, and receiving certificates of participation gave them confidence to continue the work. Students also played a significant role by taking what they learned home, sharing it with their families and inspiring small but meaningful changes. Outside the classrooms, community members participated in tree-planting activities, which not only improved the environment but also gave

everyone a sense of pride and ownership. Step by step, these efforts helped spread awareness and encouraged a stronger culture of caring for the environment across Ilorin. We also collaborated with two prominent NGOs in Ilorin; HICA and INCAF, to strengthen community acceptance of the project.

5. Are there any plans to continue this work?

Yes, there are plans to continue this work. The project was inspirational. The praiseworthy responses that we received have boosted our morale and given us more confidence to continue. Our next line of action is to apply for a third Rufford grant, focusing on our climate stewardship for students at higher education institutions.

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

We plan to share the results of this project by presenting them at conferences. This will give us the chance to tell the story of how students and communities in Ilorin are taking action on climate change. At the conference, we will not only highlight what worked well and the challenges we faced, but also share lessons that others can learn from and adapt in their own contexts. It will also be a great opportunity to meet people working on similar issues, exchange ideas, and build networks for future collaboration. In this way, the project's impact can extend beyond Ilorin and inspire more climate education and action in other areas.

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

We want the school nurseries to grow stronger so they can keep serving as learning spaces and provide trees that benefit the wider community. It is also important to keep supporting teachers and students, helping them practice and sharpen their climate advocacy skills over time. Looking ahead, we hope to expand the programme to more schools in Ilorin and eventually across Kwara State, and ultimately in Nigeria, so that many more young people can be part of this movement for a sustainable future.

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, we use the Rufford Foundation logo in all the materials produced. Evidence can be found in our pictures, videos and promotional materials.

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

Moshood Farhan Jimba (Team Leader): coordinated the entire project, led the development of training modules and oversaw the dissemination of results.

Ibrahim Taofiq Maijindadi: coordinated teaching activities and supported result dissemination, took part in training sessions and directed tree-planting activities.

Olayemi Omolara Esther: participated in planning meetings, took part in training sessions and contributed to the establishment of the nursery.

Bello Abdulmumeen Kehinde: co-coordinated the establishment of school nurseries and participated in training sessions.

Shittu Bilqees Abiola: contributed to developing climate change modules.

Muhali Musa Olatunbosun: contributed to developing climate change modules.

10. Any other comments?

This project would not have been possible without the incredible support we received from so many people. We are deeply grateful to the Rufford Foundation for their generous funding and belief in our vision. We also sincerely appreciate the Kwara State Ministry of Education, the participating schools, teachers and students who opened their doors and hearts to this initiative. Their enthusiasm turned our plans into reality. Special thanks go to community members whose contributions gave life to the tree planting activities. The project was also successfully implemented by a diverse and committed team, each member bringing unique expertise and passion to the work. Their combined strengths in forestry, climate change, education and biodiversity management, among others, ensured that all objectives were achieved effectively. The team demonstrated strong collaboration, adaptability and dedication in overcoming challenges, and I sincerely thank them for their outstanding efforts. Together, we proved that collaboration can spark lasting change for people and the environment.

ANNEX – Financial Report
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