

## 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. 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**

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Grant Recipient Details	
<b>Your name</b>	Sharmila Deo
<b>Project title</b>	Bhimashankar Wildlife Sanctuary Environment Education Programme
<b>RSG reference</b>	7881-2
<b>Reporting period</b>	August 2010 – July 2011
<b>Amount of grant</b>	£6000
<b>Your email address</b>	<a href="mailto:sharmiladeo@gmail.com">sharmiladeo@gmail.com</a>
<b>Date of this report</b>	7 <sup>th</sup> August 2011

**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
Instill in the village school children the knowledge and appreciation of their rich natural biodiversity.		√		Learning is an ongoing process, and the children are picking up information, as we see during every class interaction when we ask questions related to earlier sessions. They answer most of them correctly, if not all.
Encourage children to understand the importance of harmonious co-existence between humans and wildlife.		√		The children have understood that there exist in nature various links, and there is interdependence amongst various species, including the human one. Hence, they have realised the importance of co-existence.
Spread awareness on the issues of wildlife and the sanctuary and discuss possible solutions.		√		Littering of plastic within the sanctuary and temple premises has been causing a huge impact on the surroundings, and the children took this up with the authorities through a letter campaign. Efforts are being seen by the Forest Dept to increase awareness on the issue amongst villagers, shop owners, and other stakeholders through various meetings, and alternatives are being discussed.
Plan steps for concrete action towards conservation with community participation	√			Two local community members are being trained to conduct the workshops in schools and will continue after we (Kalpavriksh) complete the time duration. This was planned as an exit strategy for the continuance of the project, and also as a livelihood option for community members. Since the children are in residential schools, and our workshops are held in schools, there is not too much opportunity to interact with community

				<p>members.</p> <p>By the end of this year, we are planning a Biodiversity Festival, in which the children will put up stalls on various aspects of biodiversity, and the parents will be invited to attend the event where there will be an interaction and sharing of information on related topics.</p>
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**2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).**

During the beginning of the project we had envisaged a collaboration with a local NGO, MAM (Maharashtra Arogya Mandal), where a lot of planning was based on it talking on some major responsibilities at the end of the programme phase. But due to some reasons, the collaboration did not continue, and a lot of things had to be re-worked.

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

- Reaching our objectives, or even coming close to them, as learning can never get over, is an important outcome.
- Having the children to participate actively with an issue, and get a positive action started is an important empowering experience.
- In February 2010, the students of Tokawade Ashram school had written a letter to the authorities requesting an implementation on the plastic ban in the sanctuary. There was no response to their plea at that time. In August 2010 they wrote again with the same request, this time adding that there will be a protest march to the Collectors Office if they are not responded to. There was a letter sent to their school which appreciated their effort in participating in the issue, with the assurance that required steps will be taken to curb the plastic menace. Subsequently, a few meetings have been organised by the Forest Department with villagers, shop owners, other stakeholders to discuss and find possible alternatives.

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

Several training programmes were conducted in the village, and various members have attended those at various points in time. Two of them have been on the programme consistently and are doing workshops with the children in schools now.

This was an exit strategy to ensure continuity of the work, and livelihood option for these trained educators.

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

Yes, the work is ongoing for another year.

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

We have been working on an educational handbook in the local language, and its scope as been extended from Bhimashankar to the Western Ghats in the State of Maharashtra.

We hope to publish this book by the end of this year and work out a dissemination strategy to ensure its outreach to rural areas wherever relevant.

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

RSG was used for 2 years, 1<sup>st</sup> Grant and 2<sup>nd</sup> Grant of one year each.

The programme is expected to continue for one more year, and the balance of RSG 2<sup>nd</sup> grant is being used for it.

## 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
Travel	461	104	357	
Honorarium				
1. Project Co-ordinator (full time)	2,871	2,521	350	
2. Project Advisor (part time)				
3. Local educator/s (part time)	261	164	97	
4. Resource Person/s (part time)	783	82	701	
	548	169	379	
Communication	39	-	39	
Hire of Equipment (LCD)	33	-	33	
Stationary	26	-	26	
Photocopy	39	-	39	
Postage and Courier	13	2	11	
Material Development	272	3	269	
Miscellaneous	109	68	41	
Overheads	545	545	-	
<b>TOTAL</b>	<b>6,000</b>	<b>3,659</b>	<b>2,341</b>	

The unspent monies are in use now and have been budgeted for this year's expenses.

1 £ sterling = INR 72.98

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

The next important step is getting the handbook ready, and with its help, spreading the programmes to other schools. This will involve approaching the Tribal and Education departments, and other stakeholders like different NGOs etc who might be interested in executing the programme in the areas they work in.

**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?**

The handbook will have the logo once it's ready.