

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.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details

Your name	Amoash George
Project title	Sustainable wetland management: participatory approach
RSG reference	8295-1
Reporting period	
Amount of grant	£6000
Your email address	peegeo@yahoo.com
Date of this report	22/08/2011

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
Participatory processes			x	Through community participatory mapping and pebble distribution method, learning and sharing has taken place amongst the various stakeholders thereby instigating members to act as custodians, managers and responsible users.
Conservation education			x	The conservation education was in two facets: (1) Community conservation education: Through a partnership program with students of Kwame Nkrumah University of Science and Technology, a comprehensive community education (house-to-house, churches, seller groups, street campaigns) were carried out. This action took place in all villages fringing the delicate Barekese water resource. (2) Schools conservation education: Different Senior and Junior High Schools were educated on the importance of wetlands, actions for protecting a wetland and what individuals must and can do to safeguard a resource for the present and future generations. Aside video and power-point presentations, practical on-field experience was given to students. The programme has induced a significant behavioural change amongst local people. Students have been educated to act as agents of change for the long term persistence of resource.
Habitat Restoration			x	Over 1200 fast growing indigenous tree species have been planted along key degraded areas of the water catchment. Ultimately, these trees will not only serve to protect the water body but also enhance the biodiversity of the area. An arrangement is almost to be finalised for Barekese Senior High School to take custody of the planted areas (to enhance

				its management)
Wetland economic valuation		x		Different field and community data have been collated. Data from the headwaters department (water treatment over the years) has some missing values. The team is still in consultation with the Metropolitan Assembly and Ghana Water Company to acquire the necessary data to enhance publication of results in a peer-reviewed paper.
Development of Barekese Conservation Guidelines and/or Management plan		x		Through the multi-stakeholder participatory process, a draft management plan of the delicate Barekese Resource was realised. Actors are making inputs to finalise the document.

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

Not applicable

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

(A) Knowledge of actors on the status of the delicate Barekese Water Catchment has been enhanced leading to shared roles and responsibilities for the management and sustainable utilisation of the water and associated resources. Students have been educated and are serving as agents of change.

(B) Degraded water catchment areas have been replanted with fast growing indigenous tree species to make better the micro-climate as well as enhance the biodiversity of the catchment forested area.

(C) Ten persons (five community members and five undergraduate students) capacity has been built in ecosystem valuation protocols.

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

The project can best be described as project of the people for the people. Different actors, particularly local communities through participatory mapping and pebble distribution method, identified key areas of concern and actions needed to address them. A comprehensive community conservation programme involved both community members and undergraduate students from Kwame Nkrumah University of Science and Technology. The resultant passion and interest created by the associated learning and sharing brought a large number of locals and Senior High School students of the area for the tree planting activities. The capacity of selected community members and undergraduates was built on ecosystem valuation protocols. A multi-stakeholder process led to the drafting of a conservation guidelines and/or management plan.

5. Are there any plans to continue this work?

An action has been started and surely must be completed to realise the long term persistence of the delicate Barekese Water Resource. Per the descriptive of the conservation guidelines drafted, conservation-based alternative livelihood programmes at mapped areas of the catchment area is a surety for local management and sustainable use. Accordingly, we are motivated to spearhead community conservation-based programs (beekeeping, grasscutter rearing, agroforestry and fish farming) in the fringe communities.

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

We are particularly happy to say that, the findings of this work are already being used. In a recent organized “ECO-YOUTH AFRICA CONFERENCE” organized in Ghana, we presented a session on water scarcity and management. Barekese was a case study (the mini-documentary was shown) and participants visited the site to have a first -hand impression of the activities undertaken. The final conservation and/or management plan will be distributed to all actors- particularly the district assembly for easy access to all and sundry. A soon to be published manuscript will further enhance and promote ecosystem valuation processes and further avail information on the delicate Barekese Water Resources.

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

The RSG was used for a period of 12 months.

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
Reconnaissance survey and team training	302	402	100	Partnership with A Rocha-KNUST, so had to increase the team.
Wetland valuation (field surveys)	1999	2356	357	Added five students from A Rocha-KNUST for field work- capacity building in ecosystem valuation protocols
Conservation education and Awareness creation	1857	1857	-	
Habitat restoration	952	952	-	
Others (Workshops, Manuals, etc)	619	619	-	
Contingency	286	286	-	
TOTAL	6015	6472	457	

Exchange rate £1=2.2 GHC

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

The participatory nature of the project has revealed the interests of the various actors particularly that bothering on the livelihood of the local communities. Accordingly, the management plan which identifies conservation-based livelihood programs (beekeeping, grasscutter rearing, fish farming and agroforestry) should be implemented. The mapped area of the water catchment proposed for the beekeeping will not only generate income, enhance biodiversity for the locals but also help them to undertake their watchdog role.

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 project used the RSG logo throughout the project cycle. All printed T-shirts, the big size billboard mounted at the Barekese water catchment area and power-points had the RSG logo. RSG was mentioned and duly acknowledged at all radio programmes, and will be acknowledged in our manuscript for publication. Also, a mini-documentary on Barekese made use of the RSG logo.

11. Any other comments?

The team is extremely grateful to the RSGF for granting us such a great opportunity to contribute to resource conservation in Ghana. Specifically, a resource that supports more than 1,000,000 people and highly threatened has seen a collective action program initiated to help avert the rather negative impacts.