

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. The Final Report must be sent in **word format** and not PDF format or any other 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. 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. Please note that the information may be edited for clarity. 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	Faith Milkah W. Ngugi - Muniale
Project title	Enhancing Community Participation In Lake Nakuru Catchment Environmental Conservation: A Case Of River Njoro Watershed
RSG reference	8536-2
Reporting period	October 2011 – October 2012
Amount of grant	£5859
Your email address	Fngugi2001@yahoo.com
Date of this report	25/February /2013

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
Train club members on current environmental issues globally, nationally and around the watershed.			√	The project helped established environmental clubs in three schools that did not have them. All 10 schools drafted a projection of activities they will carry out in the year. This includes activities such as school wide sensitisation e.g. 3-minute talk during school parade once a month, taking care of the planted trees including watering during dry season, club meetings once a month for about 20 minutes.
Design posters on local environmental issues.			√	This was done in collaboration with pupils during club meetings in the different school. Representatives from each school sat with the designer and their ideas were incorporated into the final poster printed and distributed to the schools. The poster was also distributed in schools near the project area despite the fact that those schools are not participating in the project
Establishment of environmental club patrons' network.		√		The patrons from the 10 schools met and initialised the network. Among the activities suggested was contests between the different schools environmental club members e.g. on poems and drawings with a message about environmental conservation. The challenge remained organising independent events therefore; they suggested incorporating this in other education programmes planned by the ministry involving the different schools e.g. prize giving days. This happens once a year. The secondary schools patrons suggested they will mentor the primary school pupils in general on environmental management matters and more.
Establish a tree nursery			√	A tree nursery was established in Nessuit primary school. Through

				<p>participation and consultation with the schools, pupils and community representatives.</p> <p>After the seedlings are established and transplanted. The new school is supported with seeds from the proceeds of the first nursery. The nursery tendering skills are transferred through participation. The community member Lucy who was in the project continue to support nursery</p> <p>Ogiek Nessuit secondary school had plans to establish a small nursery. We looked at their plan and offered advice as well as helped to purchase some equipment that they still lacked.</p>
<p>Make a plan for rotating the tree nursery between the schools in different seasons.</p>			<p>√</p>	<p>After visiting all the schools and assessing their activities, we meet with the patrons and plan out the rotational process. The teams were honest and agreed that the schools with substantial experience and resources e.g. already have a tree nursery will continue with their activities and not necessarily wait for the rotational nursery. Cheptoroi and Ogiek Nessuit secondary, Ndarugu and Magoon Primary schools were exempted and encouraged to continue with their activities. These four schools are vibrant and our team has been visiting them for technical advice.</p> <p>The order for rotational nursery was established and started with Nessuit Primary; the others will follow as Sigaon, Tiritagoi, Egerton, Barut and Cheptoroi primary schools. We trained the schools to keep all records including number of seedlings serving every month and eventually the species sold and the amount of money. The different schools will check performance in terms of the sales and use that as one of the considerations to decide where the long-term nursery project will stay after the cycle is complete.</p>

<p>Training Pupils and patrons how to manage the nursery</p>		<p>√</p>		<p>The club members and patron in Nessuit primary schools were trained in classroom setting and practically at the tree nursery. The initial establishment was done in the presence and participation of all club members. Afterwards participation of students was arranged during extra curriculum hours where five pupils would water the nursery and report any challenge every evening. The pupils developed a duty roster that was approved by the patron and they followed it.</p> <p>Patrons of the schools in the rotational cycle have been partially trained. The outgoing school will train the new school with the help of our project community representative.</p>
<p>Income generation for the schools</p>		<p>√</p>		<p>The generation of income has begun. The seeds and equipment from the project were used in the first nursery. The sales of that nursery were used to purchase seeds for the second nursery. The plan was to hand over the equipment to the new school. Nessuit primary realise they made a good amount and were able to purchase one new set of equipment. They will therefore continue with a nursery independently since now they have skills and experience. It is our hope that the other schools will too at the end desire to continue with tree nursery business after the project cycle.</p>
<p>Conduct a tree planting exercise in each school and label the trees together with the pupils.</p>			<p>√</p>	<p>Cheptoroi and Sigaon primary schools in the upper watershed fenced around the compound to protect the trees planted.</p> <p>The seedlings from our nursery took longer so the projects sourced seedlings from elsewhere to conduct the activity during the rainy season. We planted 20 trees in each school. They were allocated to individual club members to take care of them to promote survival.</p>

				The project helped to label some of the trees that had already been planted.
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2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

The project involved establishing a rotational tree nursery. This means one school hosts the nursery, once the seedlings are grown and transplanted; the equipment is transferred to the next schools, seeds for establishing are bought for the new school and they are set to start the nursery. With this plan, we had a challenge that we did not foresee - it took longer than the planned 6 months for the seedlings to mature and be transplanted. By now we expected to be in the third school but we just started the second school.

We have to wait for the seedlings to mature so the only way to cope with the situation is by allowing more time to the project.

The lesson learnt is that as much as we wish to support the communities with seed bank by purchasing the seeds from them, we also need to ensure that the seeds are treated and their germination, shooting and growing period is close to the standard time for the particular species.

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

Increased awareness and involvement: school children in the environmental clubs have now been allocated the planted trees in school compound to take care of, observe and associate with. This increased awareness because the pupils keep talking about the trees. It is a prestigious position and puts on the pupils some sense of responsibility. Because of this, in Cheptoroi Secondary schools and Ndarugu primary school, more pupils joined the club.

Tree growing culture is now being built in the pupils. They want to see the trees they have adopted grow and they will be able to associate with it many years from now. This culture is very important to the restoration of the degraded forests and ecosystem services in Lake Nakuru catchment. The pupils in upper classes have pledged that they would want to plant and adopt trees when they join high schools.

The multiplier effect: through the school programme, many parents have participated in the tree nursery project, transplanting and growing trees. Parents have been purchasing the seedlings and engaging more people in the neighbourhood to buy and plant the seedlings. Due to this pupils led tree planting, the surrounding community have increased participation in conversation of the watershed. As new schools join in the tree nursery rotation, more and more community members will be involved.

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

The projects target was to involve local community in conservation of Lake Nakuru catchment through building a culture in pupils. The communities around the 10 schools in River Njoro watershed were involved in tree planting days for all the schools; they were the major customers who bought seedlings raised in Nessuit primary schools (the first nursery) and we expect them to

buy from the nurseries in the other schools when due. This way the nurseries raise the money to establish a new nursery and the neighbourhood is planted with trees.

The local community members own the schools and they participate in the management of them. This is the structure with government schools that the local community members must form the school management committee. They participated in this capacity to make decisions concerning the nurseries establishment and maintenance together with the teachers and environmental club members.

Some of the local community members were trained on the tree nursery handling skills. The main trainer was a project team member and a member of the same community.

5. Are there any plans to continue this work?

Yes the project is already continuing because Nessuit Primary school just completed the cycle and the second nursery at Sigaon primary school is in process. Once the cycle in this second nursery is complete and the school sells some seedlings, a new nursery will be established in Tiritagoi primary school. It is our hope that the project will continue until the other schools, Egerton, Barut and Cheptoroi primary schools, also host the nursery for approximately 6 months. This is estimated to go up to October 2015.

The schools completing the tree nursery cycle have also pledged to continue and establish a new nursery even after the project nursery goes to the next schools.

Besides, some schools have tree nursery already and some wish to start their own nursery independent of the project following the training through the project. The project has encouraged the schools to channel some money from other school kitty to establish a nursery. Since the parents are aware of the project and they form the school management committee, it is possible to allocate some budget for the same.

At the end of the 4 years, all the schools will have continuous tree nurseries build from the seed fund of establishing the nursery through the project.

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

The posters produced are a major way of sharing the results of the project locally; the map has been printed in many copies and shared locally. The project is also featured in ERMIS Africa website. The community members involved in the tree planting or either through the involvement of their children also talk about the project in the various forums in their localities and outside the county. The school network has more schools and stakeholders other than the project schools. The results of the project are shared there too. We anticipate that one or more members of the project team will attend a conference on subjects to do with environmental education, community participation in conservation of natural resources or such and present the results of the project either as paper or poster.

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

The RSG grant was used between October 2011 and October 2012. The length of the project is a minimum of 4 years. The project fund was seed money and has established a rotational kitty

enabling the purchase of seedlings and equipment for the schools. The skills impacted on the community and pupils to take care of tree nursery will be used for the four years and beyond.

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
Transport to the schools (hired), 500km per month for 10months @ 35pence/Km	1750	1925	(-)175	The project took longer than we had planned. The delay was caused by the fact that seedlings took longer to mature than we expected.
Mobilization/Sensitization of 10 schools in about	100	100	0	It all worked as planned and most of the money was spent for refreshments in the sensitisation meetings for both teachers and pupils.
Training Materials (posters and documentaries)	500	500	0	The process of designing involved pupils and few meeting sessions. The project also mapped the schools and the areas and produced a map. ERMIS Africa contributed the mapping equipments and skills
Patrons forum workshop	500	500	0	Includes the cost of conference rates for the meeting and transport of the participants to and from the meeting venue
Subsistence in the field for four people in 40 sessions @ 10 pounds/session/person	1600	1600	0	More sessions happened due to the prolonged project period. The project team members understood the situation and we agreed not to stretch the budget but to target successful completion of the project
Communication (Telephone, Email, Postal) for 12months @40pounds per month	480	240	(+)240	ERMIS Africa contributed to the communication budget. The project did not pay for internet services. Therefore it was reallocated within the project
Purchase of seed 5kg @ 10pounds per Kg	50	50	0	The first nursery establishment used these seeds (different species). They were sold as seedlings and the money used to buy new seeds for the next nursery
Tree Nursery tools and Equipments	500	700	(-)200	Besides the first nursery tools, Ogiek secondary school was supported to purchase few tools to assist the establishment of their nursery and therefore did not have to wait for the rotational nursery

Miscellaneous Expenses	100	100	0	We did not budget for seedlings to be used in the tree planting event since we expected to get from the raised nursery. However the nursery took longer and the tree planting for all the schools happened in the rainy period between may and July. This budget was used to cater for the seedlings.
Project administration (5%)	279	279	0	Includes bank charges and accounts documents used in the project
Total	5859	5994	(-)135	The deficit in overall budget was paid by ERMIS Africa, the organisation generally supported the project and attached one intern to the project

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

The next steps for the project team is to continue nurturing the rotation of the nursery and supporting the initiative form the schools to continue with the nursery after their rotation turn. We also wish to follow up on the pupils adopted trees and see how successful this model is in increasing vegetation cover in the schools and the entire neighbourhood.

We also plan expand to other schools to cover more parts of Lake Nakuru catchment with time. This will be possible by following up on the schools network and maintaining the suggested simple activities that don't consume a lot of time for the student and for the patrons.

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?

Yes. The project produced posters and a map. Both had the RSGF Logo and were distributed to schools and stakeholders. Samples attached. The poster was designed with the contribution of the school children in their clubs as an evening activity and the ideas were brought together to the final posters.

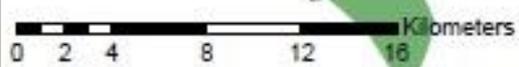
11. Any other comments?

The project was well received by the schools, ministry of education and community in general. The bigger Mau forest complex of which the catchment is a part has a Reducing Emissions from Deforestation and Forest Degradation (REDD+) project. The REDD+ project is Kenya is still at formative stage and the achievement of this project will contribute to the data used in the national REDD+ project. ERMIS Africa the organisation I am affiliated to is participating in the national REDD+ project.

Enhancing Community participation in Lake Nakuru catchment



- Legend**
- schools
 - Town
 - river
 - Settled Area
 - catchment forest
 - lake
 - L. Nakuru National park area



Projection : Transverse_Mercator
 UTM Zone : 37S
 Coordinate System : GCS_WGS_1984
 Datum : D_WGS_1984
 Prime Meridian : Greenwich
 Angular Unit : Decimal Degrees



Map composed by:
 Ermis Africa for the project funded by
 The Rufford Small Grants Foundation

This map is not an authority on administration boundaries