

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	Patrick K. Ahumah
Project title	Conservation Awareness Campaign for Communities around the Agumatsa Wildlife Sanctuary in the Hohoe District of Ghana
RSG reference	9834-2
Reporting period	Final Year 2
Amount of grant	£6,000
Your email address	patrick@carenetghana.org
Date of this report	13 th April, 2012

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 20 community members as conservation educators			✓	Twenty community members mainly opinion leaders from Wli Afegame, Ahor and Ando have been trained as conservation educators. The objective of this training programme was to equip community members and leaders with knowledge on conservation as a way of empowering them to own the campaign on conservation of their natural environment project. The beneficiaries of this training programme were expected to serve as community agents educating members of their communities and create a multiplier effect for the project
Train 20 children as conservation peer educators			✓	Thirty children have been trained as conservation peer educators within four basic schools in the Agumatsa area. Children are known to be very good learners and hence the strategy of training children as conservation peer educators was aimed at empowering them to participate in the conservation awareness campaign process within their schools and communities. It is a fact that children can play significant roles on conservation if they become part of the change process. The training for the 30 children took place at the Wli Afegame D. A. Junior High School premises. Prior to the training a pre-test conducted reveal that the children lacked appropriate conservation knowledge and the training was therefore tailored to address the knowledge needs of the children on environmental conservation and wildlife. The trained children will also be expected to educate their peers within their schools and communities on environmental conservation practices.
Train 20 women as conservation educators			✓	Like the previous training, 20 women who were mainly drawn from four farmer groups have also been trained on the importance of environmental conservation on Agriculture and the immediate wildlife sanctuary. The training provided an in-depth information on the relation between conservation and management of natural resource and sustainable agriculture, importance of wildlife conservation, extinction of wildlife, alternative to bushmeat among others. These women are expected to sensitise members of their

				farmer groups on the importance of conservation of the environment and wildlife and create a multiplier effect.
Sensitise communities on District Assembly Byelaws on conservation			✓	Four communities- Wli Afegame, Ando, Ahor and Bakwa have been sensitised on the District Assemblies bye laws on conservation. It was indeed very difficult to get copies of these bye laws from the Assembly but finally we got copies the sensitisation progressed smoothly using community meeting and radio discussion programmes. Questions asked by members of the community show increased interest and knowledge in conservation but one issue that kept dominating the discussions was alternative livelihood option so that the community members can keep away from the reserved sites for at least bushmeat which is a community delicacy. The Assembly member for Ahor lamented why the project did not consider alternative livelihood options as part of the initial project plan. The Assembly person further intimated that this project requires a change in attitude of the people and therefore called on the project implementers to sustain the awareness campaign in the communities in order to achieve the desired change in attitude. Change takes time to occur so you must sustain the campaign. Part of this campaign was undertaking on radio to cover a wider audience with the catchment areas of the project.
Undertake four Community awareness and education programmes			✓	Four community awareness campaigns were undertaken in four target communities, Afegame, Ando, Ahor and Bakwa. The project used mainly community meetings and some other community events to create awareness on natural resource management and conservation. The communities' participation in the campaign has been very encouraging as the local chiefs attend the meetings in person or in their absence appoint equally important leaders to represent them. Some of the community members shared with the team what they believe were signs of the so-called climate change – erratic rainfall pattern, variability in food production yields and drought. The team leader explained that these indeed are signs of changes in the environment and called for everybody to join the campaign to mitigate the situation. A member of the team advised the community members to desist from bush burning as a way of preparing the land for farming. He also urged the communities to set up committees to monitor and

				support the work of the wildlife guards in the area to stop tree felling and illegal poaching of wildlife. The chief of Afegame in his submission to one of the meetings mentioned that some few years ago, when you enter the reserve, you will see several animals especially the mona monkeys, antelopes and the like but today, the situation is different, you can't find any monkey except you travel very deep into the reserve and he attributed this situation to illegal human activities within the reserve and called on his people to wake up to the challenge.
Establish eight Green Clubs		✓		Within the period following the training of 30 children as conservation peer educators, six green clubs have been established in six additional schools. The other two schools already had clubs in their schools that were involved in some environmental conservation activities. What the project team did was to have interaction with school clubs and sensitise them on the importance of conservation. The teachers of the various schools volunteered to become patrons of the green clubs and have facilitated several educational activities on environmental conservation including developing nurseries, planting of fruit trees and other within their schools.
Undertake 12 Radio Discussion Programmes			✓	In all a total of 15 radio discussions programmes were held on heritage radio which span 15 weeks. The discussions centred mainly on environmental conservation awareness, poaching and illegal tree falling among others, District Assemblies byelaws on conservation and its relevance and enforcement. Listeners had the opportunity to call into the discussion programme and share their views on the project. Most of the view shared by the listeners bothered on lack of alternative livelihood activities for land owners whose land were taken for the reserve as a result most of them have become very poor. The listeners were also critical about the lack of regular education by stakeholders on the issue of conservation and lack of reporting systems on offenders.

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

There were indeed some unforeseen challenges during the period of the project but was not directly connected to the project implementation itself but had to do with communication and sharing of activity reports and others. Three members of the team including the team leader had their email accounts hacked and this created a huge vacuum for the team's work as none of the members

concerned could access their email accounts. We tried every possible means to have the accounts retrieved but were unsuccessful. However, the team leader now has a webmail address and a reliable internet to facilitate the project work henceforth. We have also now decided to keep back up files in other accounts and also keep hard copies of our reports.

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

The very first most important outcome of this project is the improvement in knowledge of the local people on the management of their natural resources. This improvement was noticed during community meetings where team members asked participants questions pertaining to environment conservation and management of natural resources. Indeed, participation of the community has been very good. In the Wli-Afegame community, the chief and his elders together with some selected youth are supporting the Wildlife guards to enforce the ban on poaching and tree felling in the Agumatsa reserve area and establish a reporting system for offenders who flout the byelaws. This action by the chief and his people gives credence to the fact that the communities have accepted the project and are ready to sustain the initiative over time.

The second most important outcome is the desire of teachers to facilitate and support the work of the green clubs in the various schools. This is important because it will motivate the children and increase their knowledge and understanding through regular teaching and coaching from the teachers.

Finally, the training of four women farmer groups as conservation educators has generated a lot of discussion among the communities and groups and the project team has received six formal invitations from other farmer groups from the other communities for training. Indeed, in Ando for instance the *kukudeve co-operative women's group* have embarked on an anti-bush burning campaign in their community which they say is aimed at stopping the practice of bush burning for farming. This was one of the main topics of their training and it was refreshing to learn about this initiative.

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

The involvement of the local community in the project has been very encouraging. The local communities participated in community meetings for awareness programmes, participated in radio discussion programmes. The communities also participate in the training programme for conservation educators and indeed the numbers that applied to be trained were far more than we trained. The youth of the communities have sent the team a request to have them also trained as conservation educators within the communities.

In terms of benefits, the communities' capacities have been developed largely on issues surrounding environmental conservation and management of the natural resources. Selected community members including children have been empowered through training to enable them to share the knowledge acquired with the wider community thereby creating a multiplier effect.

5. Are there any plans to continue this work?

Yes, there are plans to continue this work and focusing more on sustaining the gains of the project by establishing project management committees in each of the target communities to act as the reference points for the project, establishing community reporting systems with support from community and stakeholders.

Secondly, there will be the need to train additional conservation educators to continue the educational campaign and then introduce alternative livelihood options trainings so that the communities can adopt other positive practices bushmeat rearing, tree plantation among others.

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

The results are already been shared with the communities and other community leaders, stakeholders on weekly radio programmes. Final results will be available at the website of the NGO I work for before the end of May 2012 at www.carenetghana.org/ourwork

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

One year, this is the projected timeline for the project.

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
1. Train 20 community members as conservation educators	900	800	100	Re-allocated funds to cover item 6
2. Train 20 children as conservation peer educators	650	350	300	Re-allocated funds to cover item 5
3. Train 20 women as conservation educators	900	800	100	Re-allocated funds to cover item 6
4. Community Sensitisation on Bye Laws	800	1000	-200	
5. Radio Discussion Programme	1,500	1,800	-300	Re-allocated funds from item 2 to cover cost of additional airtime (5) this cost include airtime for 15weeks at negotiated rate of 120/week
6. Community awareness and education	800	1000	-200	
7. Travel and communication	250	200	50	

8. Stipend for team members	200	300	-100	
Total	6,000	6,250		Exchange rate used: 1£ = GHC2.200

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

As the leader of the team implementing this work, the next important steps will be to keep contact with the communities and make follow visit to the communities as a way of engaging with them to sustain the educational campaign on conservation. Again, we are interested in engaging with stakeholders and the communities to establish a reporting system which has potential of deterring people from poaching from the reserve.

Secondly, some communities and farmer groups have sent formal invitation calling on the team to give them training as conservation educators, team members intend to meet with this groups and communities and have a discussion to develop a training plan. We also plan to engage the communities to adopt positive attitudes toward the project and develop schemes that will recognise individuals and groups promoting good conservation practices in the communities.

We also intend to have negotiations with the local radio station to allocate sometime during the week for conservation awareness discussion and invite conservationist as resource person as it is done for other areas such as health.

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, RSG was mentioned as the sponsors on all the radio programs that were aired for 15 weeks. RSG logo will accompany the results to be published at the website of the NGO I work for.

11. Any other comments?

The entire team will like to express our gratitude to the Rufford Small Grant scheme for extending support for our project.

The support of the Rufford Small Grant has really help up make an impact in the project areas and we hope the benefits will remain within the community for a long time. The team is even more willing to sustain to gains of this project in the coming year.

Once again, we are very grateful for a successful closure on year two.