

## 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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

Grant Recipient Details	
<b>Your name</b>	Peter Mulbah
<b>Project title</b>	The Wonegizi Youth Environmental Rights Awareness & Educational Training Program, Ziama Clan, Lofa County, Liberia
<b>RSG reference</b>	9610- B
<b>Reporting period</b>	March 2011- March 2012
<b>Amount of grant</b>	£11951
<b>Your email address</b>	Pmulbah_sads@yahoo.com
<b>Date of this report</b>	March 28, 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
Establishment of Wonegizi Environmental Nature Club			√	One of the initial three pilot community schools that were identified during the pilot site selection process and pronounced at the project launching programme had to change due to situation beyond our control. However, the new pilot community school was selected in close consultation with the Ziama Community Forestry management Board.
Production of environmental education teaching aids materials			√	The scarcity of graphic artists most specially to do the layout and pictorial design was a challenge; however, we were able to identify a professional artist with years of experience and is passionate about environmental conservation.
Train Environmental Education Team			√	The monthly compensation serves as a huge motivation for school's science teachers to commit their time to fully participate in the programme. This is because they are under paid, so they depend on other extra curriculum activities to augment their salaries.

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

Throughout SADS engagement with rural community, we always ensure that targeted pilot sites are selected based on our experience working in the region and in consultation with rural stakeholders including their local authorities prior to the commencing of direct implementation project activities. During the community consultation, three community schools (Ziggida community, Christian Revival Fellowship, Zuwulor Public Schools) were selected as the first three pilot sites to initiate this programme, which was later confirmed the Wonegizi Community Forestry Management Board members in the project launching programme.

However, immediately as school re- open for academic calendar, we were informed by the Ziggida Community school administration that they were not prepared to participate as one of the three pilot community schools earlier selected but would prefer to be considered for the next selection process in 2012, because of the change in principal and some teachers. After days of discussion with the new administrator of Ziggida Community School, we were left with option of selecting another community school (Boi Public School) with the consent of the clan chief and other relevant stakeholders.

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

There were several outcomes achieved which promotes rural youth involvement in environmental conservation activities around the Wonegizi forest areas, and within their respective communities. However, the below highlights are the three most important outcomes namely:

1. **Established three school's environmental nature clubs:** SADS facilitated the establishing of three environmental nature clubs in three pilot communities schools. The membership of these school clubs constitutes students from all class levels, and their membership was based on student willingness to participate. Five students from each school club were selected in closed collaboration with the school administration to serve as management team members in providing temporary leadership and guidance support to the club until a more transparent and organised prominent leadership election can be held. The club membership agreed to hold a regular meeting twice per months, and evens and community outreached were organised and planned on agreed dates based on consensus. Below are profile of pilot school and membership list of established environmental nature club:

**a. Boi Public School**

<b>Profile of Boi Public School Club</b>	
Year established	1987
Name of Principal	Mr. Edward K. Forkpa
Population of School	466 pupils
Number of male students	245 boys
Number of female students	221 girls
Number of full-time teachers	11 people
Number of full-time male teacher	10 men
Number full time female teacher	1 woman
Number of internship teacher	6 people
Number of female internship teacher	2 women
Number of male internship teacher	4 men
School standard (levels)	ABC – 6 Grade

<b>Boi Public School Environmental Nature club membership list</b>				
<b>#</b>	<b>Names</b>	<b>Sex</b>	<b>Age</b>	<b>Grade</b>
1	Forkpa Kolubah	Male	8	1
2	Jerry Marshall	Male	13	1
3	John Sumo	Male	12	1
4	Kormassah Kolubah	Female	8	1
5	Sabah Ballah	Female	11	1
6	Elijah Wolobah	Male	14	2
7	Woyea Pewee	Male	11	2
8	Yamah Weegie	Female	12	2
9	Eyea Subah	Female	10	2
10	Kokulo Kpaquoi	Male	12	2
11	Seveh Moifore	Female	14	3
12	Boyea Subah	Female	12	3
13	Mama Kezelee	Female		3

14	Yanquoi P. Gayflor	Male	16	3
15	Beyan Moifore	Male	16	3
16	John Subah	Male	14	3
17	Korpo kolubah	Female	15	4
18	Deddeh T. Forkpa	Female	13	4
19	Mama Gayflor	Female	12	4
20	Prince P. Flomo	Male	15	4
21	Tarnue Kolubah	Male	14	4
22	Pewee G.Peterson	Male	13	4
23	Jeremiah Y. Beyan	Male	16	5
24	Papa Subah	Male	17	5
25	James K. Tarnue	Male	18	5
26	Korpo Gayflor	Female	15	5
27	Larwuo Howard	Female	16	5
28	Gbolu Subah	Female	17	5
29	Yassah K. Zaza	Female	15	5
30	Sonnie Harris	Female	18	5

**b. Christian Revival Fellowship School**

<b>Profile of Christian Revival Fellowship School</b>	
Year established	
Name of Principal	Jonathan V. Wolobah
Population of School	556 pupils
Number of male students	337 boys
Number of female students	219 girls
Number of full-time teachers	20 people
Number of full-time male teacher	17 men
Number full time female teacher	3 women
Number of internship teacher	6 people
Number of female internship teacher	2 women
Number of male internship teacher	4 men
School standard	ABC – 11 Grade

<b>Christian Revival Fellowship School Environmental Nature club membership list</b>			
#	Names	sex	Grade
1	Philemon kollie	Female	11
2	Esther Tarnue	Female	11
3	Zaza B. Taylor	Male	11
4	Mohammed A.Sheriff	Male	11
5	Dennis M. Tarnue	Male	11
6	Johnson Saylee	Male	11
7	John B. Kollie	Male	11
8	Gideon K. Kalaplee	Male	11
9	Price Z. Flomo	Female	10
10	Mamie A. Roberts	Female	10
11	Massa Mulbah	Female	10
12	G. Nathaniel Mulbah	Male	10

13	Kpadeh Flomo	Male	10
14	Junior Youkoi	Male	10
15	Joseph B. Zaza	Male	10
16	Princess Korvah	Female	9
17	Patricia Beyan	Female	9
18	Gbozee Forkpa	Male	9
19	Amean F. Dulleh	Female	9
20	Jeremiah T. Kemezee	Male	9
21	Gastton Forkpa	Male	9
22	Dennis K. Flomo	Male	9
23	Augustus T. Gayflor	Male	9
24	Junior F. Kezelee	Male	9
25	Yassah K. Flomo	Female	9
26	Naney Ballah	Female	5
27	Junior Zarwu	Male	5
28	Mama Sumo	Female	5
29	Forkpa Tarnue	Male	5
30	James F. Mulbah	Male	7
31	Edwin T. Ballah	Male	7
32	Mama K. Gayflor	Female	7
33	Lorpu Kolubah	Female	7
34	Forkpa Zazawolo	Male	7
35	Lawetta Y. Wolobah	Female	7
36	Alvin G. Wolobah	Male	7
37	Aaron T. Gayflor	Male	7
38	Zoegbgo Johnson	Female	7
39	Mamie Zaaz	Female	4
40	Mamie Forkpa	Female	4
41	Forkpa Sekowu	Male	4
42	Old man Lavela	Male	4
43	Dennis S. Tarnue	Male	4
44	Abraham S. Wolobah	Male	4

**c. Zuwulor Public School**

<b>Profile of Zuwulor Public School Club</b>	
Year established	1980
Name of Principal	Mr. Beyan D. Kesselly
Population of School	452 pupils
Number of male students	235 boys
Number of female students	217 girls
Number of full-time teachers	12 people
Number of full-time male teacher	11 men
Number full time female teacher	1 female
Number of internship teacher	6 people
Number of female internship teacher	0 woman
Number of male internship teacher	6 men
School standard	ABC – 7 Grade

<b>Zuwulor Public School Environmental Nature club membership list</b>				
<b>#</b>	<b>Names</b>	<b>Sex</b>	<b>Age</b>	<b>Grade</b>
1	Larwuo Mulbah	Female	13	1
2	Lorpu Allison	Female	9	1
3	Kebeh sumo	Female	10	1
4	Yamah Beyan	Female	8	1
5	David Gayflor	Male	12	1
6	Oldman Gayflor	Male	14	1
7	Junior Kabadah	Male	11	1
8	Flomo Ballah	Male	15	2
9	Kennedy Kollie	Male	10	2
10	Korboi Yarkpawolo	Male	11	2
11	James Pewee	Male	11	2
12	Mamai Edwin	Female	11	2
13	Mamai Koiwu	Female	10	2
14	Korpo Noko	Female	16	2
15	Kebeh Gayflor	Female	12	2
16	Zawu Kezelee	Male	13	3
17	Koyai Flomo	Male	13	3
18	Wuah Pewee	Male	16	3
19	James F. Kokulo	Male	12	3
20	Murcy Subah	Female	15	3
21	Kruba Wolobah	Female	15	3
22	Garmai Beyan	Female	14	3
23	Norwah Smith	Female	14	3
24	Yassah Gayflor	Female	13	4
25	Garmai Zubah	Female	12	4
26	Kruba Wilson	Female	16	4
27	Gayduo Harris	Female	15	4
28	Flomo Koiyai	Male	15	4
29	James Wolobah	Male	15	4
30	Forkpa Smith	Male	10	4
31	John Mulbah	Male	14	4
32	Mulbah Koquoi	Male	13	4
33	Yamah Kolubah	Female	16	5
34	Esther Johnson	Female	17	5
35	Yassah Zannuwu	Female	18	5
36	Princess Flomo	female	15	5
37	Noko G. Mick	Male	16	5
38	Vieal Mulbah	Male	19	5
39	Beyance M. Beyan	Female	16	6
40	David Z. Mulbah	Male	20	6

2. **Produced environmental education teaching aids materials:** SADS designed and produced teaching materials including 200 posters and 1800 copies of environmental picture booklets. These materials were distributed to among the three school clubs for use during

community awareness and teaching session. The produced booklets covered three topics Fact about Wonegizi Forest, Living with Wildlife and Environmentally Farming Practices, and were use along with the training modules as they overlap.

SADS also produced 90 t-shirts districbuted for each school clubs that were used my member during regular meeting, community awareness and teaching session, along with three banners. These materials helped to provide project visibility, publicity and encourage many other youth and community schools to express their willingness of becoming member of this training programme.

- 3. Trained Environmental Education Team:** SADS hired three school science teachers for the period of four months to provide coordinating support to each school clubs. Another six teachers express interest in help to support the operation of the clubs. A 3-day training session was organised for the nine science schools' teachers and the five-member management team of each school clubs. Topic covered during these sessions includes public speaking, group management, financial transparency and accountability. See below list of science schoolteacher trained:

#	Names of Teacher	Sex	School name
1	David K. Wuelleh	Male	Boi Public School
2	Daniel Korboi	Male	Boi Public School
3	Yassah Mulbah	Female	Boi Public School
4	David Gayflor	Male	Zuwulor Public School
5	Tottie P. Kpadeh	Male	Zuwulor Public School
6	Bro. David Tarnue	Male	Christian Revival Fellowship School
7	Bro. Anthony Zaza	Male	Christian Revival Fellowship School
8	Sarah Kolubah	Female	Christian Revival Fellowship School

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

Local communities have always been the owner of all SADS community project and activities, and it is clearly manifested through the establishment the Wonegizi Community Forestry management Board. The key responsibility of this management board is to monitor, evaluate and approve every activity carryout by SADS to ensure transparency, accountability and full local ownership.

The concept of this programme hatched from a community meeting and the need to introduce environmental conservation educational program for youth became very eminent throughout the discussion. On this backdrop, SADS requested permission to source required funding support needed to implement this program as a pilot in three communities with the intention that the lessons learnt will strengthen the replication in several communities. Since then, the local community have been not only involved but actively engaged throughout the life span of this programme. Every phase of this programme has been discussed and approved by the management board before activities are executed.

SADS believes that the lifeline to ensuring long-term environmental and natural resources management sustainability is to empower rural youth especially those that live around forest areas. Such empowerment must include their full participation and involvement in every aspect environmental conservation activity through formal and informal education. This is why the

membership of the established school's environmental nature clubs is youths that reside in local forest communities. As they benefit from the knowledge transfer, this will help to change their behaviour responsibly to the forest and its wildlife.

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

SADS will continue to work with the established school clubs until they can say that they no longer need SADS support. However, SADS plans to use lesson learnt from the pilot phase to expand the programme to other community schools in Ziama clan around the Wonegizi forest areas. A continued sourcing of financial support for the implementation of a follow- up processes in existing and new pilot community schools will remain SADS priority. Behavioural change is not automatic and doesn't happen overnight, it requires a long- term engagement and participatory plans in order to achieve intended outcomes.

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

SADS currently has an email list of dozens of stakeholders working both in Liberia and in the diasporas, and a copy of this report will be shared with them just as the training was shared. SADS recognised this as the most effective medium of information sharing with practitioners and expert groups.

SADS will ensure that hard copies of final report be submitted the Wonegizi Community Forestry Management Board to provide an overall impression of the programme implementation process. For those that are unable to read, SADS field staff will interpret reading and information into their local vernaculars.

SADS will also ensure to link other relevant group to the Rufford Small Grant Foundation, where they can have direct access to the full reports and information.

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

The project was designed and implemented over a period of 12 months, meaning activities were implemented as plan based on project agreement. The RSG fund was used for a period of 1 year (March 2011 to March 2012).

#### **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
Field Accommodation and DSA ( 3 SADS staff x 5days x 6trips)	1126	1126	-	
Logistic/stationeries	1691	1710	(19)	
Transportation	3977	4645	(668)	
Establishment of Environmental Nature Clubs	1501	1700	(199)	
Productions of Environmental Teaching Aids Materials	4161	5210	(1,049)	

Other (communication, bank fees, sourcing of documents)	500	900	(400)	
<b>Total</b>	<b>12956</b>	<b>15291</b>	<b>( 2335)</b>	

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

SADS wishes to extend her gratitude to the management of RSGF for the financial support awarded to enable her to strengthen, enhance and build the capacities of rural youth to exercise their rights to solving environmental problem in their local communities. The RSGF over the year has served as a catalyst through which rural youths are now able to learn about the forest they live near and to keep it healthy. Therefore, SADS intend to explore all fund-raising sources to ensure that this programme is spread and expanded through the entire twenty communities that constitute the Zياما Clan.

**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, SADS used RSGF logo on the cover pages of the produced Youth Environmental Conservation Education programme modules, training booklets, banners, awareness posters and T- shirts.

**11. Any other comments?**

In Liberia, the concept of environmental conservation still sounds new in many rural households but the impacts of environmental pollution and degradation are felt by all. In rural community; the situations are detrimental and have cause many families to experience a reduction in the yield of their farming products. This means that environmental impacts have no boundary, and it must be an obligation to all mankind. If we delay in taking responsibility, the Earth will disappear within few decades. Notwithstanding, SADS believe that if we move faster in educating and raising awareness on how to safeguard our environment at the level wherein everyone can take action, through this we are assure that the earth can be a better place to live. We wish to extend our deepest thanks and appreciations to the RSGF for their overwhelming continued support that have help to create the platform for which SADS and other civil society organisations can teach, training and discuss environment conservation with the participation of rural youth in Liberia.