

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	Wallace Isaboke
Project title	Sustainable Cheetah Survival through Conservation Education at the Machakos Wildlife Dispersal Area, Makueni District, Kenya.
RSG reference	35.05.08
Reporting period	October 2008 - October 2009
Amount of grant	£ 5,993
Your email address	isabokewa@yahoo.com
Date of this report	April 2010

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
Raise awareness, understanding and involve the community in the control of bushmeat trade activities				
Awareness creation in schools using videos, drawing, puppets and posters and community videos on conservation and bushmeat issues			✓	Conducted awareness in seven primary schools in Makueni District. Pre and post-survey questionnaire was administered to evaluate the success of our work. ACK volunteers and friends from German and USA participated in some of the schools. Video shows targeting the community were also done at selected market centres such Ngaamba market centre.
Involving the community in anti-snaring activities			✓	The community, Kenya Wildlife Service and ACK officials were involved in the anti-snaring exercises. Although the project managed to do these a few times, there is need for continuous and regular anti-snaring campaigns to further raise awareness and involve the community
Inter-school art and essay writing contests			✓	Out of the seven schools, Six of them participated and over 100 pieces of art and poems/essays were submitted for evaluation.
Trip to Nairobi National Park and giraffe sanctuary			✓	Twelve pupils from all the participating schools in the art and essay contest were selected and two members of the community for this trip.
Formation of school wildlife clubs			✓	Through this project the participating schools managed to form wildlife clubs and others have registered their membership with the Wildlife Clubs of Kenya out of their own initiative.

Formation of community based anti-poaching groups		✓		These groups comprise the beneficiaries of the bee farming and nursery tree projects. Despite their commitment there is need for more equipment, training and strong group leadership and collaboration with owners of private ranches for the long term success.
Train the community on sustainable eco-friendly income generating projects to reduce poaching of wildlife for bushmeat trade				
Train community groups on alternative income generating projects			✓	Training was done through workshops and field lessons by experienced trainers in bee farming and tree production. There has been a constant exchange of ideas and information with the group members, the trainers and the rest of the community.
Establish community beekeeping and tree nursery demonstration projects			✓	A tree nursery was established as a demonstration site for growing trees, vegetables and fruits. And there are also two demonstration sites for bee farming with a total of twenty-five hives.

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

At the beginning of 2009, the school awareness component was derailed due to a national teacher strike over salary issues which saw schools closed for the better part of the first term. On resolving the issues and going to work, the teachers were under pressure to cover what had been lost and prepare the pupils for end term exams. However, in the second term the teachers were cooperative and supportive to my work which enabled me to catch up with my schedule.

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

1. The youth and the community have begun to appreciate the importance of environment friendly projects as opposed to bushmeat trade. Through the knowledge and skills gained in beekeeping and tree nursery production workshops, a number of community members have already bought their own beehives and started their own tree/vegetable nurseries. The youth who were trained in beekeeping are passing on the knowledge and skills to other groups who are interested such as the Itumbule Beekeeping Elders Group. Attitude change has also been noted among the trained group members with some confessing to having

stopped bushmeat trade and are now involved individually on removing snares as community scouts.

2. The school awareness programme involved seven primary schools whereby many pupils have been sensitised on matters of cheetah conservation and bushmeat control. These pupils have shown a lot of enthusiasm in the value of conservation and this has raised their level of understanding and appreciation on their local resources. It is hoped that the knowledge they obtained from the video shows, posters, stories with puppets and discussions, involvement in art and essay contest and a trip to wildlife centres is not only impacting them positively for the present but also as future conservation leaders. The pupils are also good ambassadors for passing on what they have learnt to their family and friends hence increasing the overall level of awareness, understanding and change of attitude in the community.
3. The active involvement of the teachers in the school awareness programme has made them more knowledgeable and interested in conservation and environmental issues. The teachers have formed wildlife clubs in the schools and are now the leaders of the clubs in their respective schools. Some teachers have actively involved their clubs tree planting in their schools. It is hoped that these teachers will sustain the conservation agenda in the schools and community.

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

Through the workshop and field training on beekeeping and tree production, the youth and other community members have received the knowledge and skills necessary to engage in environmentally friendly income projects. Furthermore, they are the beneficiaries of the beehives for demonstration project and funding for the establishment of a tree nursery. These two groups are also acting as institutions for raising awareness in the community in regard to bushmeat and poaching issues. The community is in turn giving information to them for action as regards to poaching. Some of the community members have also been involved in anti-snaring activities.

5. Are there any plans to continue this work?

To ensure this work is sustainable, I will continue assisting the members of the tree production and beekeeping groups in fundraising techniques as a way of empowering them to be able to find their own funding both locally and internationally. I will also continue giving them technical advice as concerns beekeeping and tree production. Am advising the groups to form a group fund to ensure that their activities continue and already the beekeeping group is making progress towards this. As for the school awareness programme, I am linking up with patrons (teachers) of the wildlife clubs to continue championing wildlife issues in their schools and the community.

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

The findings of this project will be compiled, and a full report written. This report will be shared among the participating schools in the project area, wildlife conservationists, administrators and other organizations. Some selected art and essay pieces from the schools is going to be formatted in such away as to be displayed in certain prominent areas to continue creating awareness.

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 planned to be used within a time frame of one year starting from October 2008 to October 2009. However, follow-up visits and meetings for beekeeping and tree production groups extended slightly over to November-December 2009 and part of the beginning of January 2010.

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 subsistence allowance for programme coordinators	1470	1650	180	There was more work to be done as the number of schools changed from the initially planned four to seven with consultation and some support from Action for Cheetahs Kenya (ACK) hence increasing the number of working days. The beekeeping group also needed a lot of field support from time to time hence extended the period of work by two and half months.
Communication (e-mail, telephone) and stationery	100	228	128	The administration of pre and post-survey questionnaires for the participating schools raised the cost of printing and photocopying and with overall enlargement of the project there was need for frequent communication.
Equipment 1 Digital camera	115	125	10	The variation in cost was dictated by the market price for a good digital camera with a rechargeable battery.
Production of awareness and education materials (posters etc)	400	300	100	A non-profit organisation known as Ecosys through ACK contributed in the production of education materials thus did not spend the full amount initially allocated.
Community workshops and training	800	600	200	Affordable training venue was chosen and subsequently more field training was conducted hence bringing down the expenditure on this item.

School and community awareness participation (video hire, community/school visits and discussions, organizing interschool art/poems contests) Anti-snaring campaigns	250	400	150	Many schools participated and anti-snaring campaigns were conducted.
Vehicle/transport (used in the hire of tax, bus fare)	420	420	Nil	Spent on a monthly basis
Trip (wildlife educational trip to Nairobi National Park and giraffe sanctuary)	630	400	230	Viewer numbers of pupils were taken for the trip than planned who were sieved through the art and essay contest.
Support and Training for Demonstration Projects				
25 beehives	875	875	Nil	Spent as budgeted
Establishment of a tree nursery	232	300	68	More materials and equipments were needed to complete the nursery
Cost of transportation for beehives	116	Nil		ACK gave assistance in the transportation of all the beehives to the project site. Part of the money saved was spent in this emerging need
Hire of beekeeping training kits such as smokers, face veils, protective clothing	Nil	100	16	
Consultancy/Trainers' allowance	200	210	10	
Contingency A laptop computer	285	285	Nil	The huge volume of data from the pre and post survey needed to be entered into computer for analysis. Pictures from project activities needed to be downloaded and stored. Report writing was also required making it necessary to acquire a computer.
Miscellaneous Report production and dissemination	60	60	Nil	Allocated for final report production and dissemination. It shall be used once the final report is complete. Withdrawal and bank account maintenance charges
Bank fee charges	40	40		
TOTAL	5,993	5,993		<i>(The local exchange rate used is Ksh. 120 for £1)</i>

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

Even after the end of funding for this project, I will continue visiting the beekeeping groups to offer my advice as regards to harvesting techniques and linking them with markets for their products to make it a successful and sustainable venture. Although these groups were also assigned the role of community scouts, they are weak for the moment and need more work and funding to function successfully. I will continue assisting them in looking for more funding and linking them with other wildlife organizations and owners of the private ranches. There was also an overwhelming demand to extend the awareness programme to secondary schools which was not met due to limited resources thus more funds will need to be raised to expand the awareness programme.

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 RSG logo was displayed on top of posters that were produced for creating awareness in schools and the community. Further, I also did mention the RSGF as the sponsor of the training workshops and school expedition to Nairobi and intend to use the logo on any report containing the results of this work in the future.

11. Any other comments?

The Kithito Youth Group, Sam Group and the Silangabow Youth Group are grateful for the support you provided them through training and establishment/provision of materials they received in forming demonstration projects. Imparting of knowledge and skills is a long-term measure that will continue helping them to further their conservation and economic agendas.

The impact of education projects is often slow and difficult to measure but it is hoped that a long lasting conservation picture has been imprinted on the minds of children and the community that will gradually change attitudes and lead to an appreciation and better management of the resources they have. A pre survey and post-survey was conducted in the schools to understand the level of understanding and change of attitudes before and after the presentations. This was however faced with a lot of challenges in its administration, but data is being sorted and analysed to find out the responses. There is a clear need for long term education project in the area for better and greater impact.

I would like to thank the Action for Cheetahs Kenya (ACK) for their support especially for providing their vehicle to be used in some occasions, the Kenya Wildlife Service (Machakos) and the school leadership in the project area and the head teachers of the various schools for their advice, involvement and support.