

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	Damodar Gaire
Project title	Conservation Education and Communication Project (CECP)
RSG reference	17.08.08
Reporting period	17 months
Amount of grant	£4524
Your email address	d.gaire@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
<p>To provide individuals and communities with a basic knowledge and understanding of the environment, the biodiversity and their inter-relationship with humans.</p>			√	<p>At the initial, we started to conduct the workshop entitled “Community Based Wildlife Conservation” at the building of Community Forest User Groups (CFGs), Charatirtha-6, Lamjung. Altogether, there were 40 participants among the marginal sections of the society (indigenous people, blacksmith community, dalits, etc), school teachers and students.</p> <p>Along with these activities, we focused on various subject matters related to conservation education to school teachers as well as students on brief introduction of wildlife species in Nepal and globe towards conservation, environment and climate change, their inter-relationship, inventory methods of wildlife species, habitat evaluation, importance of wildlife species and their roles in the community, knowledge on ecosystem and relationship among the people, forests and wildlife species.</p> <p>After accomplishing the workshop, each trained people assisted others for information sharing regarding conservation education at 40 times in the grass roots.</p>
<p>To promote awareness and a sensibility in individuals and communities about the environment, the biodiversity and</p>			√	<p>In order to make the consensus on wildlife conservation, 2 months classes were designed and carried out in the Nimbote village of Chakratirhta VDC where there are the highly majority of indigenous people (Gurung and Tamang). Classes were conducted in the evening focusing on</p>

its problems.				wildlife conservation, roles and responsibility of the community, audio-visual programs using video showing, etc. Along with non formal adult education, we also conducted the one and half months Gothala or cattle herders' education in the field. We conducted such education program because of the fact that <i>Gothala</i> or cattle herders' are directly related to wildlife species in their day to day.
To encourage individuals and communities to value the environment and consider it important in order to inspire participation in the process of improving and protecting the environment for the betterment of their own livelihoods.			√	<p>-Post formation support to the newly formed eco-clubs (No:15)</p> <p>-After forming the eco-clubs, the eco-clubs members were actively encouraged to participate in preparing the wall paper magazine, environmental day's celebration, plantation program including nursery bed preparation for practical means, and make capable them on conservation education.</p> <p>-Farmers initiated to plant the multipurpose tree species in their private land for promoting greenery and sustainable livings.</p>
To provide individuals and communities with the opportunities to actively participate in solving environmental problems and to make educated decisions about biodiversity conservation.			√	After conducting the conservation workshop, we focused on the activities in schools. Formation of eco-club is an essential tool in order to create the community awareness on biodiversity conservation for sustainability aspect. Altogether, 15 eco-clubs were formed during the course of one year. After forming the eco-clubs, the eco-clubs members were actively participated in preparing the wall paper magazine, environmental day's celebration, plantation program including nursery bed preparation for practical means, and make aware to community on conservation education.

				Along with these activities, community had actively participated in nursery bed preparation with the involvement of school based eco clubs. Altogether, 24 nursery beds were prepared in the periphery of schools. During time, we planted 1500 number of plants in the periphery of Chakratirtha and Bhalayekharka VDCs of Lamjung district.
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2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

This program had been primarily designed in favour of marginalized indigenous people in order to build capacity on conservation education (wild flora and fauna) and its dissemination in the remote locations. In order to achieve the targeted goal, we extended our purposed time frame for the next 3 months. Before implementing the program, we have to inform all the political leaders in each and every event. Therefore, we felt little bit nuisance during time. At that time, we convinced to the political leaders about the aim of the project. At that same time, we urged them for social auditing for brining the transparency of the project.

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

Major outcomes

- ✓ **Capacity building of the marginalized people** (*indigenous people, dalits, blacksmith community, etc*), school students and teachers on conservation education and its communication techniques.
- ✓ Development of **participatory biodiversity conservation model** in the grass root level. As a result, can apply in the other similar areas
- ✓ **Institutional development** (non-formal education and cattle herders` education) and **post formation support** of the newly formed eco-clubs.

Others

- ✓ Formulation of the **village-based strategy** for conserving biodiversity along with environmental plan.
- ✓ **Suggestions to the government** on biodiversity related issues and feedbacks at that time of policy formulation.
- ✓ **Coordination and linkages** with biodiversity related organizations and other stakeholders for exchange of information and supporting them especially on tools and techniques along with subject matters.

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

In order to make the consensus on wildlife conservation, **2 months** classes were designed and carried out in the Nimbote village of Chakratirhta VDC where there are the highly majority of indigenous people (Gurung and Tamang). Classes were conducted in the evening focusing on wildlife conservation, roles and responsibility of the community, audio-visual programs through video showing program, etc. Along with non formal adult education, we also conducted the **one and half months** *Gothala* or cattle herders' education in the field. We conducted such education program because of the fact that *Gothala* or cattle herders' are directly related to wildlife species in their day to day activities.



Formation of eco-club is an essential tool in order to create the community awareness on biodiversity conservation for sustainability aspect. Altogether, **12** eco-clubs were formed during the course of one year. After forming the eco-clubs, the eco-clubs members were actively participated in preparing the wall paper magazine, environmental day's celebration, plantation program including nursery bed preparation for practical means, and

make aware to community on conservation education. Along with these activities, community had actively participated in nursery bed preparation with the involvement of school based eco clubs. Altogether, **24** nursery beds were prepared in the periphery of schools. During time, we planted **1500** number of plants in the periphery of Chakratirhta and Bhalayekharka VDCs of Lamjung district.



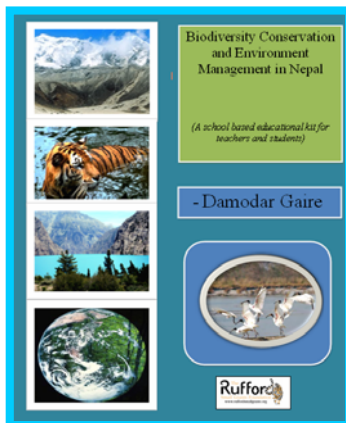
6 times Audio visual program were organized in the village level in order to make the aware to villagers especially on conservation education and communication. **1600** people of all ages were directly benefited through this program. Street theatre was shown in the proposed VDCs regarding the rights of wildlife species, expression of wildlife after destructing their habitats, etc. **Five times** Street theatre were shown in the respective VDCs.

5. Are there any plans to continue this work?

The conservation education model has been developed from this project. Various tools and techniques were used during period in order to build capacity of the local people along with school students and teachers. This project was just started to initiate conservation education in the project area. Integrated conservation model was practiced as the same time. We have created to track for conserving biodiversity and participatory environment management. Eco-clubs were formed for creating conservation education and environment management in the community. School –based eco clubs will regularly carry out various conservation related activities in the future for the sustainability point of view.

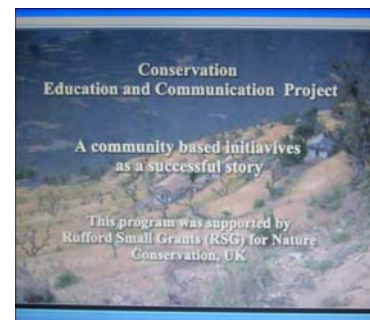
Action oriented research program will be fruitful in the project area. Monitoring and evaluation of newly formed eco-clubs and their post formation support will be another program in the same sites. Therefore, the future plan is to integrate research, education/awareness and networking in the most vulnerable areas of Nepal. There is plenty of necessary to integrate the projects addressing the linkages of local people, biodiversity and climate change issues.

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



At first, we have disseminated our project results in the grass roots level in order to inform and keep record of the conducted program. Various tools and techniques were used to share the results to the related stakeholders including biodiversity related organizations, eco-clubs members, local community members inhabiting nearby the project areas and international community through electronic mailing list. Audio-visual aid program including power point presentation were presented to the 15 formed eco-clubs and other stakeholders who are directly or indirectly related to biodiversity conservation and environment management in the grass root level. .

The book named “Biodiversity Conservation and Environment Management” was published and distributed among the eco-clubs members and other related stakeholders. At the first phase, we printed the 1200 copies of books. The main contents of the book were background and information on biodiversity conservation, present situations, problems, endangered species of wild flora and fauna , roles and responsibility of the community, simple census techniques , process of environmental management , river side protection, bio-engineering , solid waste management , survey form, etc. We have also disseminated our English version of this book through email attachment to the related international organizations. Soft copy of this book can also be requested using the email address: d.gaire@yahoo.com. Along with this publication, we have also published and disseminated the Posters (2000 copies), Stickers (3000 copies) and preparation of the conservation video clip for community awareness. Video



clip was prepared accomplishing of the project. In this clip, we have prepared the documents regarding the activities, outputs, outcomes and recommendation/ future ahead for the future courses of action. We also disseminated this document (96 DVDs) to the interested organizations and other stakeholders.

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

The proposed timeframe of the project was 14 months. We have accomplished the project within 17 months. In order to complete the proposed tasks, we have to impose to extend up to 3 months for bringing the positive outcomes in the society with good order. The actual timeframe on which we had carried out in the rural areas as follows:

1. Workshop on community based wildlife conservation (Dec 08)
2. Activities for school based eco clubs (Dec 08- April 09)
3. Non formal adult education on wildlife conservation (April 09 – August 09)
4. Environmental Awareness and Extension (Sept 09- Nov 09)
5. Educational materials printing and distribution (Dec 09- Jan 010)
6. Preparation of the conservation video clip for community awareness (Dec 09- April 010)
7. Final report preparation and dissemination (March 010 – April 010)

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
Workshop on community based wildlife conservation (5 days)	£500	£550	-£50	40 participants took part in this workshop and exact cost= £110/day for 5 days = £550
Activities for school based eco clubs	£780	£760	£20	*Eco clubs formation: 15 eco -club @ £40/eco-club = 15 X40 = £600 *School based nursery development: £100 * Plantation program: 1500 plants @ 0.04/plant = £60
Non formal adult education on wildlife conservation	£540	£540	0	* Indigenous people: 2 months @ £150/month =£300 * <i>Gothala</i> or cattle herders' education: one and half month@160/month=£240
Environmental Awareness and	£900	£870	£30	* Audio visual program: Five times showing @

Extension				£140/showing = 5 X140 =£700 *Street theatre (about rights of wildlife species, expression of wildlife after destructing their habitats): five show@ £ 40/show =£200
Educational materials printing and distribution	£760	£794	-£34	Books : 1200 copies educational books on Biodiversity Conservation and environmental Management = £350 Posters: 2000 copies posters publication =£244 Stickers: 3000 copies of stickers = £200
Preparation of the conservation video clip for community awareness	£300	£300	0	Preparation of CD/VCD of conducted activities = £300
Travel cost	£528	£504	£24	6 persons@£7 (up and down) /trip , So 6 trips=6X6X7X2 = £504
Final report preparation and dissemination	£216	£190	£36	Printing of the documents, secondary data information, communication with villagers (telephone), etc.
TOTAL	£4524	£4508	£16	

Note: 1£ = Rs. 116, at that time of exchange

(The balance money of £16 was supported to the Nimbote Eco Club as seed money for rural library management)

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

Conservation education and communication is the continuous process. Therefore it never ends. Due to fight against climate change, it plays the vital role for reducing the green house gaseous. Impacts of climate change have seriously seen in the issues on biodiversity conservation and environment management. Therefore community based initiatives are the key for conserving biodiversity and sustainable living in the society. During the project period, we have got an opportunity to observe the marginalized and endangered Kusundas community who heavily depends on nearby forest. They

are still living in the forest. ***For the sustainable livelihood of the endangered Kusundas community without adverse effect on biodiversity, we have to initiate the awareness raising program on biodiversity conservation along with package on sustainable living.***

Therefore, Participatory biodiversity conservation program through empowering endangered Kusundas community for their sustainable livelihoods will be the important recommended steps for the future courses of action.

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 RSGF logo was used in all the entire materials produced in relation to this project. The RSGF received the publicity during the course of our work.

11. Any other comments?

The details step by step activities have been attached in the home page of the project entitled Conservation Education and Communication Project (CECP). Main activities and outcomes have also been attached in the update status (January, 2010). Suggestions and comments are heartily welcomed from conservation related personnel around the world by browsing the website at http://www.ruffordsmallgrants.org/rsg/projects/damodar_gaire. Anyone can send the queries regarding the conservation education and its dissemination methods. We would be happy to provide you.

12. I agree to this report being published on the Rufford Small Grants website

Signed (or print name): Damodar Gaire