

CEPF FINAL PROJECT COMPLETION REPORT

I. BASIC DATA

Organization Legal Name: Tanzania Forest Conservation Group

Project Title (as stated in the grant agreement): *TALK (Training, Awareness, Learning, and Knowledge) about the Eastern Arc and Coastal Forests of Kenya and Tanzania*

Implementation Partners for this Project:

Project Dates (as stated in the grant agreement): February 1, 2006 – June 30, 2009

Date of Report (month/year): August 2009

II. OPENING REMARKS

Provide any opening remarks that may assist in the review of this report.

The TALK project has succeeded in raising awareness amongst millions of people with regard to the importance of conserving the Eastern Arc Mountains and Coastal Forests of Kenya and Tanzania. Using a variety of media including television, radio, printed materials, newspapers, meetings, drama, music, poetry and art the project has got people talking about conservation in the Hotspot. Resources supported by the project including the Teachers environmental education guide, the Natural Resources Policy guides and the Coastal Forest website will continue to provide information about the region's biodiversity and related conservation issues long beyond the official end of the project.

TFCG is grateful to CEPF for their support for the project.

III. ACHIEVEMENT OF PROJECT PURPOSE

Project Purpose: *The values of the Eastern Arc and Coastal forests of Kenya and Tanzania are brought to the attention of millions of people.*

Planned vs. Actual Performance

Indicator	Actual at Completion
Purpose-level:	
<p><i>1. Over 500 million people, including at least two million people in Tanzania and Kenya, receive information about the importance of conserving the Eastern Arc and Coastal forests of Kenya and Tanzania.</i></p>	<p>Approximately 100 million people watched a documentary about the Eastern Arc Mountains and Coastal Forests broadcast on BBC World as part of the series: 'Villages on the Front Line'.</p> <p>Approximately 2 million people listened to radio programmes about the World Environment Day celebrations organised through the TALK project which provided information about the values of the Eastern Arc and Coastal Forests and the threats that they face.</p>

Describe the success of the project in terms of achieving its intended impact objective and performance indicators.

Through the mass media and the internet the project succeeded in bringing the values of the Eastern Arc Mountain and Coastal Forests to the attention of millions of people within Tanzania and Kenya and around the world. Resources developed through the project will continue to provide information about the region's biodiversity for many years to come.

Were there any unexpected impacts (positive or negative)?

IV. PROJECT OUTPUTS

Project Outputs:

Planned vs. Actual Performance

Indicator	Actual at Completion
<p>Output 1: Two television documentary programmes are broadcast on BBC World and on Tanzanian and Kenyan television stations and four radio programmes are broadcast on Kenyan and Tanzanian radio stations with information about the importance of the Eastern Arc and Coastal forests.</p>	<p>A documentary on the Eastern Mountain forests was broadcast in 2006 on BBC World and on Tanzanian national television.</p> <p>Coverage of the World Environment Day events organized by the TALK project in the Uluguru Mountains in 2007 were also broadcast on Tanzanian national television.</p>
<p><i>1.1. Two documentary programmes about the Eastern Arc and Coastal forests are broadcast on BBC World and on Tanzanian and Kenyan Television stations by end Y2.</i></p>	<p>The TALK project supported the production of the documentary 'Villages on the Front Line: Tanzania'. The programme was broadcast on BBC World. The film featured information about the importance of the Eastern Arc and Coastal Forests in terms of their biodiversity, catchment and soil conservation values. The film also covered how communities are working to conserve the forests through initiatives such as participatory forest management and by adopting more sustainable income generating activities such as butterfly farming. In 2006, the documentary was broadcast six times on BBC World. The programme producers DevTV estimated that over 100 million people watched the documentary.</p> <p>The World Environment Day events supported by the TALK project in the Uluguru Mountains in June 2007 were broadcast on national television in Tanzania and featured information about the importance of the Eastern Arc Mountain forests and some of the challenges that they face.</p>
<p><i>1.2. Four radio programmes about the importance of and threats to the Eastern Arc and Coastal forests are broadcast in Swahili on Kenyan and Tanzanian radio stations by end Y2.</i></p>	<p>The TALK project supported the production of a radio documentary on the 2007 World Environment Day celebrations in the Eastern Arc Mountain village of Lulanda. The programme was broadcast by Radio Tanzania. The programme was broadcast twice on 5th June 2007. The documentary involved interviews with TFCG staff on the importance of the Eastern Arc and Coastal Forests and with artists and</p>

	<p>community members from Lulanda village. Songs and poems by local artists about the Eastern Arc mountain forests and the threats that they face were broadcast. Although precise listenership figures were not available, we estimated that at least 2 million people in Tanzania heard the programme.</p> <p>Local radio stations also covered the 2007 World Environment day events supported by the project in the Uluguru Mountains.</p>
<p>Output 2: A series of printed materials with information about the Eastern Arc and coastal forests are distributed to primary schools, nature clubs, village environmental committees and other stakeholders.</p>	<p>1500 copies of a Tanzanian natural resources policy guide have been distributed by the project. 1000 posters and 1000 leaflets with information on forest conservation and climate change have been distributed by the project. 12000 copies of a primary school teachers guide to environmental education in the Eastern Arc Mountains has been printed.</p>
<p><i>2.1. Policy briefs about issues relevant to the conservation of the Eastern Arc and Coastal forests are distributed to communities and other stakeholders by end Y2.</i></p>	<p>Swahili guidelines on the land, natural resources and environmental laws and policies of Tanzania were printed and distributed by the project. 1500 copies of the guidelines were distributed to communities in the Udzungwas, Rubehos, East and West Usambaras and the Coastal Forests. Communities have commented on how useful the material is particularly as reference material in the context of the ongoing forest governance campaign, Mama Misitu. Wherever possible, the distribution was accompanied by training in how to use the guidelines.</p>
<p><i>2.2. At least 2000 copies of an illustrated, educational publication incorporating the results of the latest research on the region is produced and distributed to primary schools, nature clubs and community based organisations in the Eastern Arc and Coastal Forests of Kenya and Tanzania by end Y2.</i></p>	<p>The project supported the development of an Environmental Education guide for primary school teachers in the Eastern Arc Mountains.</p> <p>The guide includes 88 lesson plans for teachers based on the Tanzanian National Curriculum. The lesson plans use information about the Eastern Arc Mountains and Coastal Forest hotspot to illustrate the concepts that are being taught.</p> <p>The artwork includes images of animals and plants characteristic and endemic to the Eastern Arc Mountains as well as cartoons depicting some of the conservation issues and actions that can be taken to improve sustainable environmental management. The Swahili text for the guidelines was reviewed by a group of teachers and District education officers. The group were very positive about the guide and made some useful suggestions as to how it could be improved. Subsequently the guideline was submitted to the Ministry of Education for approval. The guide was returned to TFCG in May 2009 with a series of comments to be addressed prior to publication. These were addressed and the text was revised by a consultant with experience in producing Tanzanian text books. Other small changes were made to the format. Once completed the guide was submitted for final approval to the Ministry of Education who provided a certificate of approval. Dr</p>

	<p>Kilahama, the Director of the Forestry and Beekeeping Division signed the foreword and 12,000 copies of the guide were printed. The approval of the Ministry of Education means that teachers can be confident in using the book as part of their teaching of the national curriculum.</p> <p>Fund raising has been carried out to secure funds for the distribution of the book. Conservation International have provided US\$ 10,276 for a project called 'Hop It!' which includes funds for training teachers in the use of the guide. With support from the African Rainforest Trust, a UK-based charity, we have had a preliminary commitment of other funding for training teachers in the use of the Guide. Other fund raising efforts are under way.</p>
<p>2.3. At least 2000 stickers with information about the importance of the Eastern Arc and Coastal forests produced and distributed to primary schools, nature clubs and community based organisations in Kenya and Tanzania by end Y1.</p>	<p>Following consultation with project staff and communities, the project was requested to produce T-shirts instead of stickers. 400 attractive T-shirts with a forest conservation slogan and the CEPF logo were printed and distributed.</p>
<p>2.4. At least 1500 copies of 3 leaflet designs produced and distributed in Kenya and Tanzania with information about the conservation of the Eastern Arc and Coastal Forests by end Y2.</p>	<p>In the run-up to the World Environment Day competitions described below, 1000 leaflets and 1000 posters were circulated in the three areas providing information in Swahili about climate change, forest conservation and the importance of the Eastern Arc and Coastal Forests.</p>
<p>Output 3: A drama and a music competition with themes relating to the conservation of the Eastern Arc and Coastal forests are held.</p>	<p>Drama and music competitions were held with communities in the Eastern Arc Mountains and Coastal Forests culminating in World Environment Day celebrations involving over 10,000 people.</p>
<p>3.1. A drama competition about forest conservation issues involving at least 1000 women, men and young people from the Eastern Arc and Coastal forests of Tanzania successfully organised by end Y2.</p>	<p>Drama and Music Competitions In June 2007 the TALK project supported a series of very popular and very colourful World Environment Day celebrations involving over 10,000 people in the Udzungwa and Uluguru Mountains and in the Coastal forests of Rufiji District. The theme of the celebrations was forest conservation and climate change. The events were broadcast on national television and on national and local radio. The events provided an opportunity for people living within the Eastern Arc Mountains and Coastal Forests to learn about biodiversity, forest conservation and climate change and to discuss these issues between themselves and with local leaders.</p> <p>The events involved 15 villages (5 in each of the three areas). The focus of the events was a series of art, drama and music competitions around the theme of forest conservation and climate change. There were then two stages to the events: village level competitions in each of the 15 villages and then final district-level events in each of the three districts. During each of the village level events, the winning groups were selected to compete in the final District event. The village level events were very well attended including by village leaders and</p>

	<p>District government representatives. Prizes were provided to the 4 best groups in each category and tree nursery equipment and school supplies were provided to each of the participating villages. Entries were assessed in terms of how well they had tackled the subject matter, the quality of the performance and dress. Approximately 2000 people (on average 133 / village) entered the competitions and between 300 and 600 people watched the events in each village.</p> <p>Final events were held in Lulanda in the Udzungwas; Lanzi in the Ulugurus; and Mohoro in Rufiji, on or just before World Environment Day. Each event was attended by between 1000 and 1500 people. The respective District Executive Directors and District Commissioners attended the final events. Chief Kingalu and some UNDP representatives also participated in the Uluguru event. The locations of the final competitions were intentionally selected on the basis of their remoteness as a way of encouraging local leaders to see at first hand the situation in these villages. It was the first time for the DC and DEDs in Morogoro and Mufindi to visit these villages and provided an opportunity for the villages to highlight some of their other development priorities such as the condition of the roads and schools. Competitors and guests of honour in the final events were provided with attractive T-shirts with forest conservation slogans and the CEPF logo. The winning groups provided detailed messages about the importance of forest conservation as well as touching on other relevant issues such as the decline in cultural linkages with the forests; the difficulties of conserving forests in the face of poverty; hypocrisy and corruption among leaders; the marginalisation of women; the top-down approach practised by some NGOs; the lack of alternative economic options particularly for young people and the need for the west to change their polluting habits. The style of entries varied from traditional drumming and chanting to rap. The respective projects have continued working with the winning groups as part of broader environmental education activities.</p> <p>Participating villages were: Lulanda, Luhunga, Ikaningombe, Mkonge and Nandala in the Udzungwa Mountains Mlono, Lanzi, Konde, Kibogwa and Kibungo in the Uluguru Mountains Kiwanga, Mohoro, Chumbi A&C, Nyamwimbe and Muyuyu in Rufiji District</p> <p>Events in the Udzungwas were entirely paid for by TALK. The final event in Rufiji was paid for by TALK. Village level events in Rufiji were paid for by Songas. All events in the Ulugurus were paid by the GEF / UNDP Eastern Arc project. They are included in this report as the CEPF funding provided the impetus to arrange the events in the three areas and because the T-shirts and other materials provided by</p>
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	CEPF were distributed in all three areas.
3.2. A music competition about forest conservation issues involving at least 1000 women, men and young people from the Eastern Arc and Coastal forests of Tanzania successfully organised by end Y2.	The music competition was combined with the drama and art competition. See description of Activity 3.1.
Output 4: An Eastern African coastal forest web site is developed and launched.	A website (cf.tfcg.org or coastalforests.tfcg.org) with material about the Eastern African coastal forests was launched by TFCG in 2006. The website provides general information about the values of the coastal forests as well as about the threats that these forests currently face together with information about conservation initiatives past and present. The website also includes profiles 165 of the major coastal forests with information about the location, vegetation types, biological values and conservation initiatives in that area.
4.1. An Eastern African coastal forest web site is available online.	In consultation with various stakeholders including Neil Burgess (co-author of the IUCN publication 'Coastal Forest of Eastern Africa), WWF and Frontier-Tanzania, TFCG compiled profiles of 165 coastal forests as well as general information about the biological values and threats to the East African Coastal Forests and opportunities for tourism. Working with a website design expert, the information was compiled into a website. Added to the profiles, the project collated and uploaded over one hundred publications on the coastal forests and 89 maps including official reserve boundary maps. Additional reports and maps have been added periodically throughout the project. The website will continue to be hosted as a sub-domain of the existing TFCG website for the foreseeable future.

Describe the success of the project in terms of delivering the intended outputs.

As outlined above, the project has succeeded in delivering all of the intended outputs.

Were any outputs unrealized? If so, how has this affected the overall impact of the project?

N/A.

V. SAFEGUARD POLICY ASSESSMENTS

Provide a summary of the implementation of any required action toward the environmental and social safeguard policies within the project.

N/A.

VI. LESSONS LEARNED FROM THE PROJECT

Describe any lessons learned during the various phases of the project. Consider lessons both for future projects, as well as for CEPF's future performance.

By using a variety of media and forums, the project has been able to reach out to many different stakeholders. Through the close links between the CEPF investment and that of the GEF/UNDP Conservation and Management of the Eastern Arc Mountain Forests (CMEAMF) project, TFCG were able to find many synergies with awareness raising work carried out by the CMEAMF project. In particular, the project was able to use the communication strategy developed by CMEAMF as a guiding document to identify communication priorities within the hotspot.

The world environment day celebrations were an enormous success in terms of really engaging community members in a dialogue on forest conservation and provoking discussions within communities and between communities and local leaders on issues relating to forest conservation and governance. Some of the performances by the school groups were particularly insightful on issues of corruption and poverty and the implications that they have for forest conservation. The events were also useful in terms of bolstering support within communities for those supportive of forest conservation initiatives. The quality of some of the performances was quite extraordinary and the turn-out was remarkably high with some people walking for over 10 km to participate. The events were also a lot of fun for all those involved.

Projects need to allow for plenty of time for government processes to be completed and regular follow up is needed. In developing teaching materials it is worth asking several people with experience in the field with regard to the procedures. Although we had liaised closely with one section of the Ministry of Education from the start of the project, it was only in the final stages that we were made aware of some of the additional requirements for teaching materials to be accepted in schools.

The constructive comments provided by CEPF on the project design helped in ensuring that the project achieved its goal in a very cost effective way. Similarly, the flexibility of CEPF to allow us to extend the project in the face of delays in receiving approval of the teaching materials meant that we have been able to complete all aspects of the project successfully.

Project Design Process: (aspects of the project design that contributed to its success/failure)

As noted above, the project design built upon the stakeholder consultation and prioritization carried out by CMEAMF with regard to the Eastern Arc Mountains Information, Education and Communication Strategy. This meant that from the outset, the design of the project reflected the priorities expressed by a wide range of stakeholders in the hotspot.

Project Execution: (aspects of the project execution that contributed to its success/failure)

By drawing upon the expertise of specialists in different media including web design, film production, print media, educational materials designers, the project was able to reach out to many different people in the region.

VII. ADDITIONAL FUNDING

Provide details of any additional donors who supported this project and any funding secured for the project as a result of the CEPF grant or success of the project.

Donor	Type of Funding*	Amount	Date Received	Notes
		\$		
		\$		

		\$		
		\$		
		\$		
		\$		
		\$		
		\$		

***Additional funding should be reported using the following categories:**

- A** *Project co-financing (Other donors contribute to the direct costs of this CEPF project)*
- B** *Complementary funding (Other donors contribute to partner organizations that are working on a project linked with this CEPF project)*
- C** *Grantee and Partner leveraging (Other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF project.)*
- D** *Regional/Portfolio leveraging (Other donors make large investments in a region because of CEPF investment or successes related to this project.)*

Provide details of whether this project will continue in the future and if so, how any additional funding already secured or fundraising plans will help ensure its sustainability.

As noted above, fund raising has been carried out to secure funds for the distribution of the environmental education guide. Conservation International has provided US\$ 10,276 for a project called 'Hop It!' which includes funds for training teachers in the use of the guide. With support from the African Rainforest Trust, a UK-based charity, we have had a preliminary commitment of other funding for training teachers in the use of the Guide.

TFCG will continue to maintain the Coastal Forest website using its core funds

VIII. ADDITIONAL COMMENTS AND RECOMMENDATIONS

TFCG are grateful to CEPF, particularly John Watkin and Bobbi Jo Kelso, for their support for this project and to the many institutions and individuals who have contributed to its success. In particular TFCG is grateful to Neil Burgess, James Tremayne, Claire Bracebridge and Freya StJohn for their work on the Coastal Forest website. Thanks also go to Elisha Pallangyo, Hamadiel Mgalla and Simon Masha for organizing the World Environment Day celebrations. Thanks also to Elisha Pallangyo, Kate Forrester Kibuga, Susie Wonfor, Philemon Kaganda and Athuman Mgumia for their work on the Environmental Education guide.

VIII. INFORMATION SHARING

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned and results. One way we do this is by making programmatic project documents available on our Web site, www.cepf.net, and by marketing these in our newsletter and other communications.

These documents are accessed frequently by other CEPF grantees, potential partners, and the wider conservation community.

Please include your full contact details below:

Name: Charles Meshack
 Organization name: Tanzania Forest Conservation Group
 Mailing address: PO Box 23410, Dar es Salaam, Tanzania
 Tel: +255 22 2669007

Fax: +255 22 2669007
E-mail: cmeshack@tfcg.or.tz