

CEPF FINAL PROJECT COMPLETION REPORT

Organization Legal Name:	Wildlife Act Fund
Project Title:	Wildlife ACTive Community Conservation Project
Date of Report:	
Report Author and Contact Information	

CEPF Region: Maputaland-Pondoland-Albany (South Africa)

Strategic Direction: 2. Conservation and land use in 22 KBAs

Grant Amount: US\$146,182

Project Dates: March 1, 2011 – June 30, 2012

Implementation Partners for this Project (please explain the level of involvement for each partner):

Wildlands Conservation Trust – we worked closely with Wildlands on planning and implementing this project. They coordinated salaries for the rhino monitors.

Emvokeni Tribal Trust – authorized our rhino monitoring program, Kid’s Wildlife ACTive bush camp program, and base of project operations on Somkhanda Game Reserve.

Chief Z. Gumbi – authorized all of our project programs in the Gumbi tribal area.

Mkuze River Conservation Project (MRCP) – laid the groundwork for our expansion of our education programs to the communities across the Mkuze River, on the south border of Somkhanda Game Reserve.

WWF Black Rhino Range Expansion Project (BRREP) – Starting in 2008, the BRREP introduced black rhinos on to Somkhanda Game Reserve. WWF provided uniforms and equipment to our Rhino Monitoring Team and funded major maintenance and repair on the rhino monitoring vehicle. WWF also provided a rhino costume and some children’s educational materials regarding rhino conservation that were used in our programs.

Department of Education – authorized all of our education programs in the target schools and at the Kid’s Wildlife ACTive Bush Camp.

Wildlife and Environment Society of Southern Africa (WESSA) – Supported our efforts and coordinated efforts with us at Myekeni Primary School, the only school among our target schools that is in the WESSA “Eco-School” Program. WESSA also ferried educational materials from WWF to us.

Ezemvelo KZN Wildlife (EKZNW) – the provincial parks and wildlife authority, manages Somkhanda Game Reserve on behalf of Emvokeni Tribal Trust. We worked with the EKZNW manager to coordinate game drives for children in the game reserve at no charge.

Wildlife ACT – an endangered species monitoring company, assists us in our efforts and provides tremendous resources in time, labor, expertise and fund-raising to support our educational efforts.

Conservation Impacts

Please explain/describe how your project has contributed to the implementation of the CEPF ecosystem profile.

The ‘CEPF Ecosystem Profile’ defines outcomes at three levels scales, which each have specific desirable outcomes, namely: “Extinctions Avoided” (species level), “Areas Protected” (site level) and “Corridors Consolidated” (landscape level). By contributing to these outcomes a project would be contributing to the implementation of the ecosystem profile.

Our project has contributed significantly to the conservation efforts of the only identified Critically Endangered terrestrial mammal in the hotspot, the Black Rhinoceros *Diceros bicornis*, supporting the continued protection of these animals through the continued monitored and surveillance of a newly reintroduced population of the species.

By educating members of the community, who own an important piece of land within the hotspot, to the importance of conservation and protecting land, our project contributed towards protecting important areas and consolidating corridors. Currently the community are under some pressure in ensuring the viability of the area which they have proclaimed as a game reserve. By educating members from a young age we are ensuring their continued commitment to understanding the importance of protecting and conserving this important piece of land. Failure to do this could see the land converting to use by pastoralists for cattle and goats.

Please summarize the overall results/impact of your project.

- 223 elementary students were taught monthly conservation and ecology lessons in five Gumbi Community schools.
- 102 grade six students from these schools participated in a four day conservation education bush camp program, along with 14 teachers/chaperones.
- 108% improvement in understanding and appreciation of ecology and conservation principles was realized in children who participated in the above two programs.
- 298 adults were presented with an introduction to conservation objectives in six different village communities within the Gumbi tribal area (“KwaGumbi”).
- 144 adults were surveyed regarding community development needs and conservation perspectives in the same six village communities.

- Over 450 rhino monitor days were conducted to monitor 11 black rhinos and 11 white rhinos on Somkhanda Game Reserve.
- 0 rhinos were poached from Somkhanda Game Reserve during the project period.

Planned Long-term Impacts - 3+ years (as stated in the approved proposal):

”The long-term impact of this project will be a shift in perception by the local communities of the value of wildlife and the associated biodiversity in the area. This shift will be towards understanding the benefits of conserving species (in this case specifically rhino and wild dog), the impact that subsistence and bushmeat trade poaching has on these species and that biodiversity has value to stable ecosystems and human economy.

Another impact of these programs will be the safe traversing of wildlife (e.g. wild dogs) in the areas outside Protected Areas, where this project operates. The expansion of community-supported conservation corridors which would allow safe passage between existing protected areas will prove to be the ultimate measurement of success.

Meanwhile, the long-term impact of this project’s community development programs will influence community members to improve the sustainability of their land use practices in this key biodiversity area in general, as well as specifically within these expanded conservation corridors.

The job creation and skills learnt by the rhino monitoring team will add to the communities involvement with the wildlife on Somkhanda and their perceptions of the importance of conserving endangered species. A long-term and detailed understanding of the dynamics of the rhino population will help with the management of this important population.”

Actual Progress Toward Long-term Impacts at Completion:

Quantitative evaluation of the conservation education program shows a good start to shifting the perspectives of the community member to appreciate the value of biodiversity conservation.

In cooperation with the CEPF-sponsored Mkuze River Conservation Project on the south side of the reserve, progress has been achieved in dialoguing with those communities regarding the creation of multiple-use extensions to Somkhanda Game Reserve and/or multiple-use conservation corridors between Zululand Rhino Reserve and Somkhanda Game Reserve. This process will require a lot more time to see any actual extension or corridor creation.

The survey conducted regarding community development needs and conservation attitudes has provided a place to begin with seeking ways to influence community members to improve the sustainable use of their land.

Three rhino monitors were hired from the local community and trained. The knowledge, experience and conservation understanding gained by the rhino monitors will influence the appreciation of endangered species conservation in the community. Two local cook/housekeepers and a groundskeeper were hired from the local community and trained in hospitality skills by the very experienced head of housekeeping of nearby community-owned Somkanda Lodge (formerly “Millimani Lodge”). These skills will make them more employable by the eco-tourism industry. The bush camp program began with expert guides pulled in from other reserves where Wildlife ACT operates, since the program requires substantial bush knowledge and skills to be safe and effective, and there was no local expertise available in the Gumbi area. Starting in late 2012, local guides will be trained by these expert guides to work with children at the bush camp. The Community Conservation Manager in charge of all education programs was hired from one of the target schools where he was the acting assistant principal and is already a respected member of the community. Already an expert educator, he has been trained in conservation principles and outdoor education techniques. He has trained the bush camp guides in education principles and techniques to enhance their effectiveness with children in the bush camp program. All of these positions will help begin the process influencing the community’s appreciation of the value of biodiversity conservation and sustainable land use.

Planned Short-term Impacts - 1 to 3 years (as stated in the approved proposal):

“The development of well-established and functioning Conservation Clubs in the schools surrounding Somkhanda, which ultimately run small projects from the school (rubbish clean up days, recycling projects etc.).

The exposure of ~200 school children a year to their own reserve, highlighting the resource they have available.

The educating and of community members in the development of their own, innovative water/food security initiatives or other identified development projects will allow for a decrease in the dependency on subsistence poaching and the bush-meat trade.

The continued monitoring of critically endangered and priority species, important resources to the reserve.”

Actual Progress Toward Short-term Impacts at Completion:

Apparently, this section failed to be changed from an earlier version of the proposal. It does not match the project components listed below in the Project Components section of this report.

Conservation clubs do not appear in the project components. After consideration, conservation clubs were replaced with monthly in-school conservation lessons and the Kid’s Wildlife ACTive Bush Camp programs, because it was thought that Wildlife ACT Fund needed to establish its identity and develop a relationship with the schools and communities before conservation clubs could be successful.

“Exposure of ~ 200 children a year to their own preserve” was originally conceived as providing game drives into Somkhanda Game Reserve. After further consideration, the concept evolved into the Kids’ Wildlife ACTive Bush Camp in the final proposal (see Project Components below). This intensive four-day experience, which includes game drives into the reserve, is designed to have a more effective impact on the conservation attitudes of children. In the final proposal, the project components pledged that Wildlife ACT Fund would conduct a total of at least five bush camps, for at least three community schools, depending on the number of students that come from each school. Five bush camps were conducted. 102 grade six students and 14 adults (teachers and chaperones) participated in the bush camp program from all five of the targeted primary schools in the Gumbi Community. As discussed in the project component section of this report, an evaluation instrument demonstrated that both the In-School Conservation Lessons program and the Kid’s Wildlife ACTive Busch Camp program were highly effective at improving children’s conservation understanding and attitudes.

Regarding rhino conservation specifically, both species of rhino have been monitored appropriately and reported by accurately to the relevant conservation authority, Ezemvelo KZN Wildlife’s Rhino Management Group. This included locating each animal at least once a month either by the rhino monitors themselves or through the use of remote camera traps.

The project also took on the training and management of 3 additional rhino monitors who were funded through a government project facilitated by Wildlands Conservation Trust. Over the project period the monitors have been trained in the art of spoor tracking, the use of radio telemetry equipment and by identifying rhino by ear notch patterns. They have also been trained in the reporting procedures and the use of GPS technology for recording the location of individual animals.

Please provide the following information where relevant:

Hectares Protected: 11,000ha

Species Conserved: Black and White Rhinoceros

Corridors Created:

Describe the success or challenges of the project toward achieving its short-term and long-term impact objectives.

All programs were successful. ‘

More students were reached with the conservation education programs than originally planned, because all five targeted community schools choose to participate in the education programs.

Fewer presentations to adult community members were conducted than originally planned due to the challenges described below in “Lesson Learned; Project Implementation” section.

All rhinos in the Somkhanda Game Reserve were successfully monitored with no poaching mortalities during the project period.

Were there any unexpected impacts (positive or negative)?

No unexpected impacts were encountered.

Project Components

Project Components: *Please report on results by project component. Reporting should reference specific products/deliverables from the approved project design and other relevant information.*

Component 1 Planned: Community Conservation Outreach on the importance of wildlife - Adult Members and children educated.

Component 1 Actual at Completion:

1.1. “Wildlife ACTive Kids Bush Camp facility established. Wildlife ACTive Kids Bush Camp experience provided for all the grade six students of at least three Gumbi Community elementary schools.”

After half a year of refurbishment and restoration, a derelict hunting camp was converted into a children’s conservation education camp. “Ubhejane Bush Camp,” the Wildlife ACTive Kids Bush Camp facility, was established in late 2010. The four day/three night bush camp experience was provided for all the grade six students of all five targeted Gumbi Community elementary schools: Vulamehlo, Myekeni, Cottlands, Makhoti and Mgulwane Primary Schools. By June 30, 2012, a total of 116 individuals, 102 students and 14 adults (teachers and chaperones), experienced the program, for a total of 464 participant contact days at the bush camp.

The bush camp curriculum emphasizes the importance of conserving nature, especially endangered species and ecosystems, through an intensive series of hands-on experiential small group activities. Activities include scientific and artistic approaches, designed to establish an informed emotional bond between local stakeholders and the community-owned Somkhanda Game Reserve ecosystem. The bush camp program is designed to be a decisive step in converting local citizens into caring conservationists.

Each child is given a “student logbook” in which to record their work and to take home to show their families. Copies of this logbook were provided to visiting CEPF representatives in March, 2012. Copies of the bush camp lessons are attached to this report.

1.2. “Monthly in-school conservation lessons taught during regular classes to all students of each upper elementary grade of at least three Gumbi Community schools.”

Monthly in-school conservation lessons were taught during regular classes to all students of selected upper elementary grade levels in all five targeted Gumbi Community schools. By June 30, 2012, 62.5 hours of ecological conservation education were conducted in 59

lessons. The average lesson lasted 1.2 hours. The average class size was 34 students. A minimum of 223 individual students were taught overall. A total of 2,151 child contact hours were conducted through the in-school lessons program. Attached is a spreadsheet of student numbers reached by individual lessons. Some months were impractical for school schedules due to exams, exam preparations and school holidays.

Lessons teach basic ecological principals in preparation for the bush camp experience and as a reinforcement of what was learned at the bush camp after the experience. Further in-school lessons planned will teach and review biodiversity conservation and stewardship concepts.

The program started in March 2011 with grades 4-5. (In one school, grade 6 and 7 classes were included due to low enrollment numbers.) Starting the 2012 school year, lessons were taught to grade 5 and 6 classes in all schools. Starting 2013, lessons will continue with grade 6 and 7 classes in all schools, so that bush camp lessons and experiences are reinforced. A new set of lessons will be started with grade 4 and/or 5 classes starting in 2013, depending on enrollment numbers at each school.

1.3. “Evaluation instrument developed and utilized to demonstrate improvement in conservation awareness and comprehension of environmental concepts among all students who attend the Bush Camp Program.”

An evaluation instrument was developed and utilized to demonstrate improvement in conservation awareness and comprehension of environmental concepts among all students who participated in the in-school lessons program and who attended the Wildlife ACTive Kids Bush Camp Program. An identical questionnaire was administered at three points:

- START: Before in-school lessons began
- BEFORE: Approximately one week before the bush camp experience
- AFTER: Approximately one week after the bush camp experience

At no point were the preferred answers to the questionnaire revealed or discussed. Attached is a spreadsheet of response data and analysis. The following averages were calculated from the data:

- START: respondents averaged 34.7% correct or preferred responses.
- BEFORE: respondents averaged 59.6% correct or preferred responses.
- AFTER: respondents averaged 72.0% correct or preferred responses.

Among students who attended the bush camp program, therefore, results show a 107.5% increase in preferred or correct responses between the start of the in-school lessons and the week after the bush camp experience, demonstrating that Wildlife ACT Fund’s community conservation education programs have been extremely effective in teaching environmental concepts and raising conservation awareness in the Gumbi Communities around Somkhanda Game Reserve.

Questionnaire questions 21 through 24 require specific analysis, because these questions monitor a graded response where an *improvement* in the quality of the answers must be measured to show a change in attitudes about conservation topics, including biodiversity preservation, poaching and buying illegal bush meat. Hence, a separate spreadsheet is attached showing how improvement was measured. In all cases, the preferred answers (green columns on the graphs) increased over time and neutral or negative responses (yellow and red columns) decreased over time. The attached graphs also demonstrate that the conservation education programs have been very effective. (These four questions were included in the overall analysis described in the previous paragraph; however, in that analysis, only answer “a” was counted as a correct or preferred response in these four questions.)

1.4. “Quarterly adult conservation seminars that focus on the long-term economic benefits of conservation are conducted for all adults who attend from each village in the Gumbi Community.”

A total of seventeen hours of community conservation related activities were conducted with adults who attended community meetings at villages in the Gumbi Community surrounding Somkhanda Game Reserve:

	<u>Community</u>	<u>Date</u>	<u># Hours</u>	<u># Participants</u>	<u># Participant-Hours</u>
1.	Candover (Fakude)	Dec. 10	3.0	20	60
2.	Hlambanyathi	Feb. 05	2.0	33	66
3.	Zonyama	Feb. 12	2.5	60	150
4.	Sikhukhumuka	Feb. 16	3.0	11	33
5.	Sikhukhumuka	Feb. 17	2.0	7	14
6.	Zonyama	Apr.19	1.5	25	37.5
7.	Cottlands	May 01	1.0	15	15
8.	Candover (M)	May 27	1.5	22	33
9.	<u>KwaGumbi</u>	<u>Jun. 16</u>	<u>0.5</u>	<u>105</u>	<u>52.5</u>
	TOTAL		17	298	461

These nine interactions reached 298 people and lasted from 30 minutes to three hours, providing 461 participant-hours of conservation education contact. Most contacts began with an introduction to Wildlife ACT Fund, an orientation to our conservation education programs, and/or the community questionnaire (discussed in the next section), and then proceeded with a talk about the importance of conservation and Somkhanda Game Reserve. Somkhanda Game Reserve is presented as a community owned asset that, if properly managed and cared for, can provide economic benefits to the communities in the form of revenue and jobs.

- Up-skilling of community members in food security

Component 2 Actual at Completion:

2.1. “Report written on the communities' own perspectives on food security needs and priorities based on dialogue with community leaders and members.”

Early in the project, conversations with community leaders and members clearly showed that the community's main concern was not food security, but basic community development, especially infrastructure. The Gumbi tribal area (“KwaGumbi”) is a very new settlement area and lacks basic infrastructure. Therefore, a community questionnaire was developed and administered to survey community attitudes about community development needs, as well as conservation attitudes. Attached is the data and analysis resulting from this survey.

2.2. “Research conducted on feasibility of various food security projects sited in the above report. Feasibility report written and submitted.”

The feasibility of various community development projects suggested by the community members was studied. A report on the communities' own perspectives on community development needs and priorities is attached. A section of this report discusses feasibility of various options.

Component 3 Planned: Endangered species conservation

-Priority Species monitoring project, which will start with a focus on Black and White rhino and expand to any other priority species which may be reintroduced to Somkhanda over the 16 months.

Component 3 Actual at Completion:

3.1. “Skills assessments completed for existing rhino monitors and an assessment of the rhino monitoring currently in place on Somkhanda Game Reserve, assessing the needs of the existing team and reserve management requirements.”

The skills assessments were completed at the beginning of the project. It was found that each of the three monitors were unskilled in the approach of rhino on foot, meaning that effective monitoring was not possible. The team also did not have any skills in identification of rhino by ear notches. None of the team members had drivers licenses. The reserve management needed a better understanding of the home range movements and demographics of the population.

3.2. “Implement training to address the needs as identified in 3.1.”

Over the course of the project the three rhino monitors were trained on site by the CCL, Zama Ncube, who doubled up as the rhino monitoring manager. Training was also conducted by the project director, Simon Morgan. Both Simon and Zama have over 5 years' experience in the monitoring of rhino on foot.

Rhino spoor tracking, ear notch identification, remote camera trapping techniques, GPS recording, VHF telemetry tracking and approaching rhino safely and quietly for monitoring purposes were all aspects of the training covered. One of the team members was selected and trained to drive and obtained his driver's license.

3.3. “Black and White Rhino Monitoring on Somkhanda Game Reserve. This will require finding and documenting the well-being of the entire population at best every month or at least once every two months. A reporting system implemented for the monitoring efforts.”

Each individual animal was located approximately every month and the Rhino Management Groups (RMG) tracking tool was used for reporting back to reserve management, the RMG and other interested parties. Locations were completed using sponsored remote camera traps or by the rhino monitors on foot. Camera traps were set up at strategic points on the reserve and the monitoring and maintenance of these cameras was carried out by the monitoring team.

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

No components were unrealized.

Please describe and submit (electronically if possible) any tools, products, or methodologies that resulted from this project or contributed to the results.

The below attached documents were used to train staff and implement program procedures. They are alluded to throughout this report. These documents will provide a deeper understanding of the project's programs:

1. Bush Camp Lesson Plans:
 - a. Biodiversity Study and Nature Art
 - b. Ecology and Savanna Adaptations Scavenger Hunt
 - c. Game Drive
 - d. Nature Hike
 - e. Rhino Monitoring
 - f. Tracking and Rhino Conservation
2. Kids Wildlife ACTive Bush Camp Itinerary
3. Bush Camp Conservation Play Script – English
4. Bush Camp Conservation Play Script – IsiZulu
5. Bush Camp Closure Activity
6. In-School Lessons Log Sheet
7. In-School Introduction/Questionnaire Lesson Plan
8. In-School Conservation Lesson Plans
9. In-School Pre-Camp Lesson Plan
10. In-School Post-Camp Lesson Plan
11. Evaluation Instrument Questionnaire – English

12. Evaluation Instrument Questionnaire – IsiZulu
13. Evaluation Instrument Data and Analysis Spreadsheets (3 tabs in same document):
 - a. Overview Graph of Results Spreadsheet
 - b. Overall Questionnaire Scores Data Spreadsheet
 - c. Questions 21-24 only Results and Analysis Spreadsheet
14. Community Development Questionnaire – English
15. Community Development Questionnaire – IsiZulu
16. Community Development Questionnaire Results and Analysis Spreadsheets (2 tabs in same document):
 - a. Total Data
 - b. Data Compiled by Village Communities
17. Report on Community Perspectives, Needs and the Feasibility of Development Options

Lessons Learned

Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building. Consider lessons that would inform projects designed or implemented by your organization or others, as well as lessons that might be considered by the global conservation community.

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

This bush camp model was first developed with wild dog conservation project in Zimbabwe. Its effectiveness in influencing communities to support endangered species conservation there prompted the decision to use it here. It has worked very well here also.

The decision to build a relationship with students and schools through in-school conservation lessons before the bush camp experience appears to have greatly enhanced the effectiveness of the extended bush camp experience. Children are excited to see the leaders when they arrive and eager to learn more. The retention of concepts from the in-school lessons has been impressive and very helpful as a foundation to make the most out of the bush camp lessons and experiences.

The use of PowerPoint programs in lessons has been extremely effective. Students in this community have almost no access to educational multimedia. Typically, they are very attentive and enjoy the photographs, graphics and animations immensely. Presentations that might bore many students in developed countries keep recipients enthralled here, even adults. They usually do not want the program to end. Lessons that use PowerPoint media appear to create greater concept retention than other lessons delivered with chalk and discussion. The staff intends to incorporate more PowerPoint presentations into existing lessons and future lessons. The presentations are also very cost effective tools - far less expensive to produce than printed graphics.

Judging from the very positive reaction to such presentations from adults, the staff now believes PowerPoint presentations should be employed at community meetings and events, as discussed in the next section.

Project Implementation: (aspects of the project execution that contributed to its success/shortcomings)

Community conservation education staff found it challenging to engage the adult community directly, especially in the early days of the funding, because community meetings are not regular events. The few that occurred were often hastily arranged to address some specific challenge to the community and the village head often did not invite us, or even inform us. More often, communities appear to go for many months without a meeting at all. Unlike the schools here, which are sufficiently established and organized for us to initiate our programs, the Gumbi tribal community itself is relatively new in many respects, since the land claim and subsequent resettlement are recent events. Many aspects of tribal and community life are still in the startup phase and not well established.

We believe as time goes on, the communities will get to know us and accept us as a trusted asset to the community, and we will be invited to more community meetings. More importantly, as we become more of a trusted entity, we believe it will be possible for us to work with village heads to organize our own community events. That is our new strategy. We plan to employ this strategy more earnestly starting in the last quarter of this year (2012), by which time we believe our status in the community will be sufficiently established.

However, we did accomplish one of these kinds of Wildlife ACT Fund initiated community events within the period of this grant, June 15-16, 2012. Soccer is tremendously popular in the community, so it seemed likely to be successful if we initiated a Wildlife ACT Fund soccer tournament. The event was very popular and about three hundred people attended. At one point in the two-day tournament, our community conservation education staff addressed a crowd of over 100 people about the importance of conservation and the potential of Somkhanda Game Reserve as an economic benefit to the community. Wildlife ACT Fund organized for Soccer Kits to be sponsored by Wild Dog Sports Clothing for the winners of the tournament.

Other lessons learned relevant to conservation community:

Additional Funding

Provide details of any additional funding that supported this project and any funding secured for the project, organization, or the region, as a result of the CEPF investment in this project.

Donor	Type of Funding*	Amount	Notes
Wildlands CT	B	\$31,500	3 Rhino Monitor salaries
Wildlands CT	B	\$1,100	Rhino Monitor Vehicle maintenance
Emvokweni Trust (ET)	D	~\$8,000	Use of Rhino Monitor Vehicle owned by ET for 18 months
JoJo	B	\$ 600	Water Tank donated to camp,
Charles Morgan	D	7 days	Bush Camp refurbishment planning and labor
Wild Dog Sports	B	\$500	Soccer Kit for tournament
Zululand Hunters	A	\$1,000	Rent free use of camp and utilities – 6 months
Zululand Hunters	D	~\$1,500	Use of radio base station at Children's Bush Camp for 18 months
Zululand Hunters	D	~\$2,500	Rent Free housing at Milimani Lodge for WACTF staff for 28 nights
Zululand Hunters	B	\$300	Labour for camp cleaning
Zululand Hunters	B	\$250	Part of salary for Bush Camp Cooks and Housecleaners Trainer
WWF	B	\$500	Clothing for monitors
WWF	B	\$4,300	Rhino Monitor Vehicle maintenance
Gutterman	B	\$400	Gutters for bush camp

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

- A** Project co-financing (Other donors or your organization contribute to the direct costs of this project)*
- B** Grantee and Partner leveraging (Other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF funded project.)*
- C** Regional/Portfolio leveraging (Other donors make large investments in a region because of CEPF investment or successes related to this project.)*
- D** In-Kind contributions can include staff and volunteer time, supplies, and other materials your organization provides to the project.*

Sustainability/Replicability

Summarize the success or challenge in achieving planned sustainability or replicability of project components or results.

The educational components of this program are modeled after those of a wild dog project at Hwange National Park in Zimbabwe, The Painted Dog Conservation Project (PDC). That program has been operating successfully for nearly ten years. This program is a replication of that program, so its replicability is already demonstrated. However, little progress has been made yet with achieving sustainability of this project's programs. More donor funding has been received or is being sought. Income-generating ideas are also being considered. These include bringing "donor schools" to the bush camp, as PDC does. Once this bush camp program establishes its reputation as a quality conservation education experience, the bush camp will be marketed to schools which will not only pay to cover their own costs, but pay enough to help sustain the free-of-charge program with local schools. This may include international schools. One third of PDC bush camp schools are now "donor schools. However, the PDC model is still heavily reliant on donor funds. Another idea is to bring in paying "volunteers" who will assist with teaching English in local schools, while having the opportunity to live in Somkhanda Game Reserve and accompany Wildlife ACT staff as they monitor endangered species. The local schools have requested help in teaching English, because a lack of English proficiency has been a major stumbling block toward employment for local school graduates.

Community development initiatives will rely heavily on donations and expertise from community development organizations and the government. Having begun the assessment of the communities on perspectives on needs, Wildlife ACT staff can serve as an information conduit between the community and organizations/agencies. This is an important role, as communication opportunities are limited in the community.

Regarding the rhino monitoring component, there will always be a continued need for this project to be funded until such stage as a management entity for the reserve is identified and they take on the costs of this work. The monitors are adequately trained and will be able to continue the monitoring of this population with the experience and skills they have.

Summarize any unplanned sustainability or replicability achieved.

No unplanned sustainability or replicability has been achieved.

Safeguard Policy Assessment

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

No safeguard policy actions were required.

Additional Comments/Recommendations
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Information Sharing and CEPF Policy

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final project completion reports are made available on our Web site, www.cepf.net, and publicized in our newsletter and other communications.

Please include your full contact details below:

Name: Dr. Simon Morgan

Organization name: Wildlife A.C.T. Fund

Mailing address: 27 Breda Park, Breda Park, Gardens, Cape Town, 8001, South Africa

Tel: +27 82 093-8345

Fax: +27 21 469-2606 ("Att: John Maree")

E-mail: simon@wildlifeactfund.org

*****If your grant has an end date other than JUNE 30, please complete the tables on the following pages*****

Performance Tracking Report Addendum

CEPF Global Targets

(Enter Grant Term)

Provide a numerical amount and brief description of the results achieved by your grant.
Please respond to only those questions that are relevant to your project.

Project Results	Is this question relevant?	If yes, provide your numerical response for results achieved during the annual period.	Provide your numerical response for project from inception of CEPF support to date.	Describe the principal results achieved from July 1, 2007 to June 30, 2008. (Attach annexes if necessary)
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.				Please also include name of the protected area(s). If more than one, please include the number of hectares strengthened for each one.
2. How many hectares of new and/or expanded protected areas did your project help establish through a legal declaration or community agreement?				Please also include name of the protected area. If more than one, please include the number of hectares strengthened for each one.
3. Did your project strengthen biodiversity conservation and/or natural resources management inside a key biodiversity area identified in the CEPF ecosystem profile? If so, please indicate how many hectares.				
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.				
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.				

If you answered yes to question 5, please complete the following table

