

## CEPF FINAL PROJECT COMPLETION REPORT

<b>Organization Legal Name:</b>	Green India Trust
<b>Project Title:</b>	Sahyadri's Science Reaches the Communities' Study: Disseminating the Results of CEPF projects in the Western Ghats
<b>Date of Report:</b>	30 <sup>th</sup> May 2015
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**CEPF Region:** Western Ghats & Sri Lanka

**Strategic Direction:** #2: Improve the Conservation of globally threatened species through systematic conservation and action.  
I.P# 2.4, Sub clause (i): Produce Local Language materials and use them to disseminate the results of on-going and completed CEPF projects among Local communities, Forest Departments and other key stakeholders.

**Grant Amount:** US \$ 29975.00

**Project Dates:** 1<sup>st</sup> July 2013 to 28<sup>th</sup> February 2015

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

Implementation Partners	Level of Involvement
<p><b>GREEN INDIA</b></p>	<p>This is the project team constituted at GREEN INDIA TRUST and is responsible for proper execution of project activities as per the approved project plan. It was the project implementing and coordinating team and served as the contact point for all the project related queries.</p>
<p><b>Focal Learning groups:</b> Include 3 different audience as below:  a) <b>Frontline forestry staff</b>-from Dandeli-Anshi Tiger Reserve, Honnavara Forest division and Koppa forest division.  b) <b>Community groups</b>-Tribal Federation at Dandeli-Yellapur-Joida, Village Forest Committee at Bellur-Seethur village, and Village Forest Committee at Keelara village.  c) <b>Students &amp; Science Teachers</b>–from 3 rural Higher Secondary schools at Dandeli, Kumbaravada and Hariharapura villages</p>	<p>The current project focused on systematic dissemination of latest environmental information related to 5 different conservation themes corresponding to 5 CEPF projects implemented in Uttara Kannada region of the Central Western Ghats. In the context of this project, these partners constituted the focal learning groups and hence considered as key audiences for the current project. In this role, these partners actively took part in the conduct of different learning intervention programs in which they were introduced to new sets of environmental information related to 5 conservation themes. Since the successful completion of the learning intervention programs was dependent on the involvement of these groups, they are the principal partners in the project implementation. All the data related to learning outcome in this project have been generated with the active involvement of these groups. Level of Involvement has been very high.</p>
<p><b>Local Forest Department and Department of Education:</b> Include the Field Director of Dandeli-Anshi Tiger Reserve, Deputy Conservator of Forests of Honnavara forest division, Deputy Conservator of Forests of Koppa forest division.  <b>Rural Higher Secondary Schools:</b> Include the Head Masters of Rotary School at Dandeli, Govt. Higher Secondary School at Kumbaravada and Abhinava Ramananda Tirtha Higher Secondary School at Hariharapura,</p>	<p>These are the parent departments/institutions the focal learning groups of the project belong to. Being the heads of the departments/institutions, these partners offered official permissions/approvals for conducting the learning intervention programs and extended institutional support for timely implementation. They also issued necessary directions to the focal learning groups to take part in the learning intervention programs and receive the benefits. Their involvement in implementing the project was of indirect nature and supportive.</p>
<p><b>Academic Institutions and Research Groups:</b> Include College of Forestry at Sirsi, State Resource Centre, Mysore and IINDICUS.</p>	<p>Select subject experts from the College of Forestry, Sirsi, State Resource Centre, Mysore and IINDICUS(Institute for Indigenous Cultures and Studies), served as Resource persons and offered their expertise and technical knowhow related to the 5 focal themes and the principles of Adult &amp; Non-formal Education as and when necessary during the course of the project implementation. The members often served as guest speakers during the learning intervention programs of the project, orienting the focal learning groups to the environmental Information under focus. Their level of involvement was specific to the given context.</p>

## Conservation Impacts

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

The current project focused on the Strategic Direction #2: Improve the Conservation of globally threatened species through systematic conservation and action, and I.P# 2.4 sub clause (i): Produce Local Language materials and use them to disseminate the results of on-going and completed CEPF projects among Local communities, Forest Departments and other key stakeholders.

Since the focus of the current project was exclusively on developing the local language materials and use them to disseminate the results of on-going and completed CEPF projects, the project readily aligned itself to contributing to the implementation of the CEPF ecosystem profile.

The current project accordingly considered 5 focal conservation themes dealt with in the CEPF projects as its focal subjects of dissemination, and these are: 1) Riparian Cinnamon and its regeneration, 2) Tarantula Spiders, 3) Lion Tailed Macaques and their food resources, 4) Corridors and critical habitats in need of conservation, 5) Myristica Swamps and Swamp species. These 5 conservation themes, being the focal subjects of dissemination in the context of the current project, also include other interesting information related to several conservation priority species, special ecosystems and habitats, and their associated ecology in the Western Ghats, so as to offer a comprehensive understanding of the biodiversity and ecology of the Western Ghats. Accordingly, relevant findings related to the focal subjects as above drawn from the CEPF projects became the key environmental information for dissemination to different target audiences concerned about these species and environmental issues.

The current project accordingly considered 3 different stakeholder groups from the region as its target groups, who served as the "Focal learning groups" which include: a) Local community groups (Village Forest Committees, Tribal federation), b) Frontline staff of local Forest departments, and c) Students & Science teachers of local Higher Secondary schools. Each of these groups was drawn from 3 different regions of the Western Ghats in Karnataka so as to make the initiative pan Karnataka. These are Dandeli-Yellapur-Joida and, Honnavara-Kumta-Siddapura of Uttara Kannada district, and Koppa-Narasimharajapura-Sringeri of Chikkamagaluru district.

Accordingly, the current project introduced community friendly learning intervention programs as a strategy to disseminate the new environmental information related to 5 focal themes, to the learning groups and to meet their learning needs. Accordingly, 3 kinds of learning intervention programs were designed and implemented and they are: a) Short orientation programs for frontline forestry staff, b) Close reading cum discussion sessions for Community groups, and c) Activity based weekend nature immersion programs for School Students.

The project developed different need based educational material in Kannada highlighting the focal environmental information, for use during the learning intervention programs by the focal learning groups as their study material. It included: a) Reading material compendium, b) Self-study material and Activity sheets, c) Student Folders.

These structured learning interventions addressed the focal target groups in two successive rounds. In the first round of learning intervention, the focal themes were introduced to the focal

learning groups. Appropriate training and education strategies were adopted and necessary audio-visual and multimedia tools were used to introduce the new environmental information to the learning groups. Sufficient local examples and anecdotes were included in the learning sessions so as to make the new information relevant and interesting, while dialogues, discussions and experience sharing turned the learning sessions user-friendly. Necessary study material and learning tools as stated above were distributed to the learners during these programs.

Subsequent to the first round of orientation to the new information, the focal learning groups were encouraged to study the information and reflect on it in their free time, attempt to locate and recognize the different elements from their learning. Simple follow-up activities that help register and retain the learning were suggested to them, while they were encouraged to carry out these activities in their neighborhood. They were also encouraged to attempt the possible self-designed follow up activities that suit their needs and perspectives. Some of these exercises include exploration of the neighborhood, sharing of their new learning with friends and fellow members, engaging in small time field surveys, gathering additional data and information related to new learning, collection of relevant specimens and samples etc.

Such follow up activities enabled the focal learning groups to sustain their interest and remain in touch with the focal learning theme while it helped them to register the new learning. After a time gap of about 2-8 months, based on the situation, a second round of learning intervention was attempted with the focal learning groups. This second round of intervention re-introduced the focal subjects and allowed the learning groups to recollect and recapture the focal information that was introduced to them during the first round of intervention. The second round of intervention also allowed them to self-verify the changes in their understanding of a focal theme before and after the intervention. In the process it attempted to measure their environmental learning.

Thus the project altogether conducted 19 different learning intervention events, of which one was an addition to the planned programs, in which an additional group of community members was addressed. This additional event was to fulfill the demand by a local community from an adjacent area who got to know of the learning intervention programs of the project and expressed its willingness to be a part of the project.

These sequential learning interventions supplemented by follow up meetings and learning application activities by the learning groups have enabled the focal learning groups to enhance their understanding of many priority environmental issues in their immediate neighborhood, while triggering additional interest about many other environmental issues in the region at a broader level.

These programs have thus contributed significantly to the conservation of globally threatened species, by way of disseminating relevant results of CEPF projects in the local language and thereby contributing to build well informed citizenry at the local level about the environmental issues. A well informed citizenry is better poised to address an environmental issue and is expected to take a better and environment friendly decision than others. Thus, the current project very ably contributed significantly to the implementation of the CEPF ecosystem profile.

*Please summarize the overall results/impact of your project.*

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

- a) Net reduction in the overall destructive methods of NTFP harvesting and adoption of sustainable methods of harvesting, among the NTFP gatherers. Qualitative net increase in the regeneration levels of NTFP species in the wild and Positive net increase in the outflow of NTFP resources from a given forest area, post 2015 as compared to 2010-2014.
- b) Net Increase in the total area brought under critical conservation sites and net decline in the land conversion to non-forestry purposes, post 2015 as compared to 2010-2014
- c) Increased involvement of local communities in the conservation of Myristica swamps, and other RET species, as measured by net change in swamp distribution, post 2015 as compared to 2010-2014.
- d) Increased involvement of local communities in the activities leading to overall conservation of RET species, as measured by net increase in the population size of these species, post 2015 as compared to 2010-2014.
- e) Increased levels of restoration planting and augmentation of populations of RET species outside the forest areas, Community and private lands post 2015 as compared to 2010-2014.
- f) Increased frequency of Environmental education and outreach programs organised by other local stakeholder groups as inspired by the current project, post 2015 as compared to 2010-2014.
- g) Increased availability of user friendly environmental literature brought out by other conservation groups/ researchers, post 2015 as compared to 2010-2014.
- h) Increased visibility of active community groups (Community Nature clubs, Community Restoration Committees, Student Nature Appreciation groups etc.) in the region as inspired by the current project, post 2015 as compared to 2010-2014.
- i) Increased presence of informed local communities (individuals & groups) with pro-environmental understanding, post 2015 as compared to 2010-2014.

**Actual Progress toward Long-term Impacts at Completion:**

While it would be possible to clearly gauge the long term impact of the project (reflected in the form of net reduction in the overall destructive methods of harvesting of NTFPs and net Increase in the total area brought under critical conservation sites, as stated in items a & b above) in the post-project period by using Forest department's records and other datasets, there have been enough early indicators which are hoped to contribute in this direction, which may be stated as below.

- 1) Several members from the local communities, Village Forest Committees and field forest staff whom we interacted with during the project period, admit in unison that there has been **qualitative reduction in the overall destructive methods** of NTFP harvesting, as a result of increased awareness, about the deleterious effect of unsustainable harvesting on the resource base, due to repeated exposure to educational programs. Several of them stated that, they have noticed a gradual shift towards resource augmentation in many localities.

2) There have been many instances of **increased involvement** of several local individuals/ community groups/local institutions in raising/ planting RET tree species on their lands, subsequent to their orientation and participation in the educational programs under the project. Having inspired by the significance of the focal themes highlighted in the current project and having realized the need for propagating the same, these individuals/groups took up planting activities. Noteworthy among such initiatives are: a) developing a **Biodiversity Park** on a community forest land by planting different RET species by the VFC, Keelara; b) initiatives by the members of VFC Bellur, to plant the saplings of Cinnamon and Myristicas on their farmland; c) initiatives by the local forest officers at Agumbe, Honnavara and Koppa who laid emphasis on raising several RET tree species, including those species highlighted under the current project, in their production nurseries, which would be subsequently used for afforestation programs.

3) There has been **increased community involvement** to locate Myristica swamps, LTMs and their Fruit trees, and Riparian Cinnamon trees in and around the project area. This was readily seen with the VFC members of Bellur who actively engaged in many follow up activities that resulted in the location of new sites/populations/ clusters of riparian cinnamon, Myristica swamps in the vicinity of Bellur-Seethur-Nagaramakki village cluster. Likewise, the VFC members of Keelara located a population of Lion Tailed Macaque amidst a population of *Caryota urens* palms in Honnavara taluk, and noticed that these palms were frequently tapped for toddy. Having come to know of the importance of these palms as the key food resource for LTMs, they took the initiative to impress upon the toddy tappers to spare some palm trees from tapping, and to exercise prudence in using these resources. Likewise the members of Tribal federation of Joida reported new swamp patches in Yellapur taluk.

4) The innovative learning intervention programs implemented in the current project were successful in **attracting the attention of many other individuals and groups** while inspiring them to adopt a similar strategy for their outreach programs. Prominent among such inspired initiatives has been with **Western Ghats Protection movement**, which is a consortium of many conservation and developmental NGOs. This forum has embarked on a community conservation education mission in its attempt to build a cadre of community level environmental educators. Having heard about the innovative learning intervention programs of the current project, it has asked the PI, to help them implement their community education programs while entrusting him the task of developing the course contents for a yearlong training program under this movement. The PI has agreed to serve as a mentor for a series of 12- training interventions and in the process has developed a primer in Kannada highlighting the conservation significance of the Western Ghats, on the lines of the Primers developed under the current project. Likewise, the **Tropical Fruit Tree Diversity Project** supported by the **UNEP/GEF/Bioiversity International** entrusted the PI to develop a Primer to document the farmers' knowledge on Good practices for Diversity management. This primer was inspired by the Primers developed under the current project.

5) Having come to know of the quality learning inputs about the new environmental information related to 5 focal themes, in the learning intervention programs for the frontline forestry staff and school students in the current project, **there were expressed requests and willingness from many other members of the stakeholder groups**. This was especially so from the many senior forest officers, Schools and Teacher Training Institutes from the adjacent regions who approached the PI to consider developing similar outreach and environmental education programs for their staff and students too. Such expressed willingness came from the senior forest

officers of Koppa, Agumbe, Dandeli-Anshi Tiger Reserve to extend the orientation on these themes to other staff members of the divisions too. Likewise there were expressed willingness from 2 Higher Primary schools and 2 first grade colleges, including a Teacher Training Institute from Shivamogga.

All of the above are only a few illustrations of **increased availability of educational material and increased frequency of outreach programs, triggered from the current project**, while adding up to how the learning intervention programs and the educational material developed in Kannada under this project, were quite successful in inspiring and stimulating interest among other stakeholder groups causing a positive impact for a long term.

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

- a) Increased awareness and understanding about the following Environmental topics among the focal learning groups: 1) Sustainable harvesting of Cinnamon & other NTFPs of Western Ghats, 2) Ecological significance of Corridors, habitats & priority Conservation sites, 3) Significance of Fruit trees as the critical source of Food for LTMs & other Wild Animals, 4) Significance of lesser known species such as Spiders, 5) Ecological Significance of Myristica swamps & Endangered species, 6) Need for Conservation and protection of different elements of natural resources and need to inculcate environment friendly attitudes.
- b) Availability of at least two information dissemination strategies with objectively verified effectiveness demonstrated in a project context in the Western Ghats, for further adaptation and replication by other researchers/agencies
- c) Increased inquiry by other stakeholder groups from adjacent regions about the information dissemination strategies and visitation to the focal learning groups
- d) Expressed willingness and inclination by other stakeholder groups from adjacent regions to accommodate similar Environmental education initiatives in their Conservation initiatives.

#### **Actual Progress toward Short-term Impacts at Completion:**

1) The different learning intervention programs which addressed the 3 different focal learning groups in 3 different regions were quite successful in increasing the awareness and understanding among them about the focal themes. It is quite possible now to come across a student/ field forestry staff/ community member in the project area, who can readily speak about a RET species/ Myristica swamp/ Riparian Cinnamon/ Tarantula spider or a food resource of LTMs. This visible change in the understanding about the environmental concerns amongst the local community members has been a significant part of the impact.

2) The focal learning groups during the course of the project period became quite conversant about the focal environmental themes. As a result of the learning intervention programs and associated interactions, majority of the focal learning groups are in a position to speak about with confidence, their 'new learning' related to the focal themes, while many of them even attempted to apply this 'new learning' in their day-to-day life in the neighborhood. As a result, many local explorations, outreach and documentation episodes were attempted (It is worthy of mention about the VFC members at Bellur-Seethur village in Chikkamagalur, who were able to locate Myristica swamps in two sites in their neighborhood, hither to not recognized by them; likewise the group

was able to locate solitary trees of *Cinnamomum riparium*, a focal species in the current project, based on the visual clues and description provided during the learning intervention programs. This was possible, the group claims with a tinge of pride, due to their association in the current project. Likewise, several school students attempted to locate different RET species and tarantula spiders in their neighborhood during their school vacation, who also brought back their specimen collection. Similarly many front-line forestry staff could locate several RET plant species, food resources of LTMs and tarantula spiders in their working area, which were hitherto not known to them; many of them eventually shared the photographs of their field sightings with the PI. Many of them also spread words among the fellow foresters, about the importance of Myristica swamps, LTMs and many RET trees introduced to them in the learning intervention programs and their learning experience in the current project. Consequently there were many enthusiastic inquiries springing from the front-line forestry staff from adjacent areas, expressing their willingness to be a part of the learning intervention. All of these are only illustrative of the positive impact the learning intervention programs have caused in their awareness and understanding.

3) It was noticed that, several members of the focal learning groups took pride in associating themselves with the current project which has added higher levels of knowledge to their current understanding, while the realization that such new information actually emerged from the conservation projects implemented in their very region and neighborhood, further added to their excitement. This realization came as an 'eye opener' and many of them voluntarily attempted to spread this new and interesting piece of environmental information among the fellow members. They reckoned that, it was quite a matter of 'pride' to talk about a new piece of environmental information pertaining to the natural resources and endangered species in their neighborhood, which largely remained inaccessible to them until now.

4) The post-learning interactions with several members of the focal learning groups over phone, email, and through personal visits revealed many interesting elements of positive impact on their learning from the learning interventions in the current project: Majority of the learning groups reiterated that, the orientation about the new environmental information helped them widen their understanding of the focal themes as compared to their fellow members; the new learning which was exclusive to them instilled a special confidence and enthusiasm among them, they stated; many of them also acknowledged that they were being recognised among the peer groups as the **"learners of new environmental information"**, in the light of them acquiring better working understanding of the focal themes.

5) Two rounds of learning intervention programs which addressed the focal learning groups were quite successful in generating sufficient attention and sustained interest among them about the focal learning themes. This was quite evident in the stated feedback and the datasets related to environmental learning outcomes generated during the programs. It may be of interest to note that, the increased awareness about the focal topics among the school students, earned them special recognition amongst their schoolmates. They were often seen talking to their schoolmates about their new learning amidst the curious and envious looks by their friends. Likewise the frontline forestry staff was seen mulling over these new environmental information, during the official gatherings and meetings. Similarly with the community members, their exposure to the new subjects allowed them to enhance their local image and reputation amongst their neighborhood, they stated. It was a matter of pride for them to proclaim that environmental scientists and researchers from reputed institutions visited them and their new learning was due



to their involvement in the initiative, they asserted. All of these elements have contributed to sustain the interest about the focal themes.

6) The project thus resulted in evolving two effective and community friendly strategies for environmental education for different local communities including community groups concerned with environmental protection, frontline forestry staff and school students.

7) Many senior forest officers, who were present during the learning intervention programs as invited guests, would readily recognize the quality and significance of learning interventions in the current project and would express their willingness to support the initiative in other areas too. They found the programs quite useful especially for an exposure on different RET species which would help their field staff locate the populations of such species in the field and take extra care in protecting the same.

**Please provide the following information where relevant:**

**Hectares Protected:** Not applicable

**Species Conserved:** Not applicable

**Corridors Created:** Not applicable

Although, the current project did not have a direct role in engaging in protection of forests or conservation of an endangered species, it indirectly contributed enormously to the conservation cause, by way of building a cadre of well-informed stakeholder groups, who possess better understanding of focal conservation themes, who are better equipped to address the conservation needs in the Western Ghats of Karnataka, who can contribute to the overall conservation success.

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

One of the difficult elements of the project was inherently associated with the focal learning groups who largely constitute the non-captive audience in the context of the current project. Since the current project focused on enabling these non-captive learning groups to learn and acquire new sets of environmental knowledge as against, a mere dissemination of environmental information, the challenge was to ensure that these groups, acquire the new learning in the limited time, with the minimum number of interactions.

Added to the difficulty was to elevate them from a learning state of 'not-at-all-aware-of' to a state of 'sufficiently-aware-of', about an environmental issue/ conservation concern, which was hitherto not known to them, that too with the help of only two intervention episodes each spanning over about half a day. To complicate the issue, there was no provision for monitoring their post learning retention. Thus it was quite a difficult proposition to ensure their learning intensity and the impact of learning intervention. The project team sometimes felt that there should have been some more time provision for additional interactions, some scope to monitor their learning retention process, and to offer supplementary inputs that can strengthen their overall learning. However, there was no such provision for these elements.

Another challenge was with how to ensure the continued participation of the focal learning groups in the learning intervention programs with sustained interest. Since the target audience was of non-captive nature, their participation in the learning interventions depended solely on their willingness to learn. This willingness and interest to learn was to be augmented to secure their participation. Their interest was to be augmented by repeatedly drawing their attention to the significance of the focal learning themes and their ecological links, and how these are linked to farming, gardening and such natural resources based professions. Developing an appreciation about such inherent links would enhance their understanding of the dynamics which in turn would equip them handle the issues better, it was asserted to them. Additionally, understanding about such themes would strengthen their knowledge of the environment and resources, which would also help them recognize the singular features of their environs, which would be a matter of social pride, it was emphasized. This reiteration of the significance of new environmental information and its critical links to their livelihood during all the learning intervention allowed the focal learning groups to sustain their interest and made them eagerly await the information inputs.

Another concern that needed due attention was with the focal learning groups who were to sustain their learning interest amidst their many prior commitments and priority responsibilities. Consequently it sometimes compelled us to delay the planned learning intervention event, for the want of their availability and compatible time so as to enable them accommodate the learning intervention programs in their routine calendar of operations, which slightly affected the pace of the current project implementation.

Yet another challenge was to depict a comparative picture portraying the long term impact on the conservation success post 2015 as compared to 2010-14, in respect of conservation success. Since it would be possible to gauge the long term impact on certain elements only after 2015 with sufficient data sets becoming available, it posed certain difficulty in constructing a clearer and proper picture of the same, at the time of this reporting. However, this challenge has been addressed to certain extent by way of considering certain early indicators visible amongst the stakeholder groups, as the primordial features of the expected long term impact.

Likewise, attempting to gauge the increased level in one's awareness about a focal environmental theme and arriving at an understanding of such a change is an exercise that quite often depends on the qualitative statements provided by the learning groups, further supported by the observations made by the project team. Such altered awareness levels, is also a result of many external and internal factors, including the individual's ability. In the light of such complexities associated, it was necessary for the project team to rely on qualitative observations.

While all of these are the elements of concerns and difficulty, the project was able to generate sufficient excitement, interest and social pride amongst the focal learning groups which overshadow the challenges stated earlier. The true success of the project is inherently interwoven in these positive traits. The novelty and innovativeness built in the project have made the whole initiative quite rewarding. The more striking part of the success lies in the ability of the project which has successfully demonstrated the possibility of effectively disseminating the findings from environmental projects, even to the grassroots level learners and contributing to their environmental learning. The environmental information disseminated in a simplified style and language contributed to the increased levels of learning among the focal learning groups, which was evident in their stated feedback, comparable versions of learning and the learning outcome datasets. This has also sent positive signals that, it is possible to rephrase a technical jargon into a community vocabulary. We feel this has instilled an element of satisfaction among the

community groups while echoing a feeling that, they too can be a part of a world class environmental research and contribute to its success. And at the end, all of them remained much spirited than ever before, eagerly awaiting a new episode of learning experience.

***Were there any unexpected impacts (positive or negative)?***

No negative impact was noticed.

However, quite a few pleasant surprises were experienced indicating a positive impact of the project. Noteworthy among such pleasant ones was with the senior forest officers expressing their appreciation for the innovative approach of the learning intervention programs in making the key findings of CEPF projects in Kannada, and accessible to the field staff, which would not have happened otherwise. This has enabled the frontline staff to develop a better understanding of the subject, necessary to build their working capacities, they asserted. Another such pleasant element was with a request to the PI by the National Director of the GEF/UNEP supported project on Conservation of Wild Tropical Fruit Diversity, to develop a Community Primer, on Diversity management of Tropical Fruits, similar to those Primers developed and used in the current project. Yet another similar impact was with the request by the consortium of NGOs for Western Ghats, to develop the course contents along with a community primer on the Biodiversity and ecological significance of Western Ghats for a yearlong community education course in their attempt to build a cadre of grassroots level environmental educators in Karnataka.

Likewise, we noticed many positive developments in the understanding of several community members and VFC groups who expressed their willingness to initiate small time activities related to exploration, enrichment planting and such conservation activities by their groups.

## **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 (as stated in the approved proposal):** Project titled, "Sahyadri's Science Reaches the Communities' Study", focusing on dissemination of Environmental Information from CEPF projects in the Western Ghats, for select Focal Learning groups", initiated with necessary processes and partnerships in place.

**Component 1 Actual at Completion:** Project titled, "Sahyadri's Science Reaches the Communities' Study", focusing on dissemination of Environmental Information from CEPF projects in the Western Ghats, for select Focal Learning groups", began with the necessary processes and partnerships in place. A comprehensive project implementation strategy document with all the project details, action plan and planned activities, and methodology was prepared to guide the project team in its systematic implementation.

The project began its activities in July 2013 as per the approved project proposal in 4 regions of the central Western Ghats of Karnataka (Dandeli-Joida, Kumta-Honnava, Siddapura of Uttara Kannada district and Koppa-Hariharapura of Chikkamagaluru district). The project sought the active involvement of 3 stakeholder groups who served as the focal learning groups in the current project: a) frontline staff from the state forest departments, b) community groups in the form of

village forest committees, tribal federations, and village natural resource management committees, and c) Students and teachers from rural higher secondary schools.

Necessary permissions and approvals were obtained from the respective heads of the departments/ institutions to ensure their participation in the project. The project drew necessary strength and relevant inputs from different individuals and agencies (Adult education experts, Environmental educators, Conservation scientists, Forest officers, Social Scientists and media persons).

**Component 2 Planned (as stated in the approved proposal):** Focal Environmental Literature & Learning tools developed (4 primers from CEPF call #3 & an additional primer on Conservation & Restoration of Myristica Swamps)

**Component 2 Actual at Completion:** Focal Environmental Literature in Kannada & Learning tools were developed as proposed. These include 4 illustrated Primers highlighting the results and salient findings of 4 CEPF SG projects from the grant call #3. These focused on a) Cinnamon Resources and an endangered rare species, *Cinnmomum riparium*, b) Fruit trees and Feeding ecology of Lion Tailed Macaques in Sirsi-Honnava region, c) Corridors and Special habitats of Uttara Kannada, and d) Tarantula Spiders of Uttara Kannada. Additionally, another Primer on Conservation and restoration of Myrsitica Swamps was aslo developed. Besides, 4 Reading material compendia cum Study material for the frontline staff and Community members and 3 illustrated Folders for the use of the students were brought out. Additionally, 3 student work sheets were also developed.

Necessary number of copies of these study material and learning tools were prepared and distributed to the focal learning groups during the learning intervention programs. These materials were also distributed among other interested groups outside the project as communication tools.

**Component 3 Planned (as stated in the approved proposal):** Focal Environmental Learning Interventions and learning evaluation tools specific to the chosen focal learning group, designed and implemented in at least 3 locations.

**Component 3 Actual at Completion:** Structured Environmental Learning Intervention programs and learning evaluation tools specific to 3 focal learning groups as stated above, were designed and implemented in all the 4 locations twice during the project period, as planned. Proceedings of the learning sessions of these interventions and reports highlighting the learning outcomes were compiled for these programs. Many of these programs were also covered in the regional news media and highlighted either as “environmental happenings of interest” or as “local conservation initiatives”, thus bringing the focal themes also to the notice of wider public thereby contributing to build public interest and awareness.

Different reports of the learning intervention programs and clippings of the media coverage of the learning intervention programs are kept ready.

**Component 4 Planned (as stated in the approved proposal):** Analysis of the Environmental Learning, based on the environmental information provided through the subject specific Primers, among the Focal learning groups completed.

**Component 4 Actual at Completion:** Appropriate evaluation templates and learning outcome survey questionnaires/data formats were prepared and used during the learning intervention

programs and the required datasets related to environmental learning outcomes were generated. These data sets were used to assess the extent of learning by the focal learning groups and to ascertain the environmental learning success of a learning intervention program. These data sets were further used to develop comparative profiles of learning by the different learning groups.

**Component 5 Planned (as stated in the approved proposal):** Project findings consolidated and Project completion Report prepared. Key Lessons and Experience from the project crystallized into research papers and semi-popular articles for publication in Journals and for uploading onto Web portals.

**Component 5 Actual at Completion:** Project findings are being consolidated and a draft version of the Project completion Report prepared. The draft report needs to be circulated among the subject experts for their comments and suggestions. 3 semi popular write-ups highlighting the focal themes of the project and learning were developed and sent for publication to select journals/ magazines: one write-up in Kannada is going to be published in the June 2015 issue of *Janapada*-(regional developmental magazine in Kannada), another write-up is going to appear in July 2015 issue of *Terra Green* (National environmental magazine in English). Other project learning and lessons are being highlighted in the form of Research papers, which are in draft stage, while some other concepts are being discussed among the subject experts for possibility of converting them into research papers.

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

No component was unrealized.

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

Following are the outputs developed/ prepared/brought out during the project implementation.

1. Five (5) titles of illustrated Primers in Kannada
2. Three(3) Student Posters/Folders
3. Three (3) Reading material Compendium/Lecture notes for the focal learning groups)
4. Project Implementation Strategy Document
5. Environmental Learning Outcome Survey templates and tools
6. Program Reports of all the Learning Intervention programs
7. Compilation of Press reports and media coverage of the different project components and learning events, carried out during the project period.
8. Publications (semi popular articles and research papers)
9. Final completion Report
10. Document on Process Documentation

## 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)***

The project design was based on an underlying philosophy of environmental learning which stated: “Authentic & comprehensive environmental information serves as a precursor to motivation, critical thinking and decision making in respect of an environmental issue and helps build an environmentally friendly citizenry”. This understanding served as the project rationale and accordingly sufficient care was exercised while selecting the focal learning groups and choosing the focal themes that meet their learning needs. These focal themes were drawn from the different CEPF projects implemented in the Western Ghats and were quite relevant to the environmental learning needs of the focal groups. The focal themes were encapsulated in the form of user friendly learning material in Kannada adopting simple language, style and presentation which were brought out as Primers, Reading-cum-self-study material, Illustrated folders.

The project focused on methodical and systematic dissemination. Accordingly, the focal environmental information was introduced to the learning groups in two successive episodes using appropriate training and education strategies. The user friendly material was distributed to help register the learning followed by learning retention activities. The environmental learning outcomes amongst the focal learning groups were measured in the process.

This properly designed project strategy, including the rationale-selection of learning groups-assessment of their learning needs-choice of the focal themes- simplification of environmental information for learning- encapsulation of the same into appropriate learning tools-introduction of environmental information during learning intervention episodes-learning retention activities-measuring learning outcomes, we feel has contributed to the success of the project.

We feel that, shortage of time, less scope for monitoring the learning retention among the learning groups subsequent their exposure to new environmental information and less scope for translating the new learning into environmental action by the learning groups, appear to be the shortcomings in the project.

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

Whole hearted participation in the project activities by the different target groups and enthusiastic involvement by the members of these groups in the learning episodes are the key elements of project execution that contributed to the success. Introduction of the focal information by adopting different training and education strategies is another element of the project execution that has contributed to the success.

***Other lessons learned relevant to conservation community:***

Concerted attempts to disseminate environmental information, by making the information relevant to a target group, and introducing it by adopting an appropriate educational strategy in a user friendly manner to meet the learning needs, can have a profound positive impact on one's environmental awareness and alter his understanding, can stimulate environment friendly thoughts and motivate one to engage in conservation friendly action- all of which will contribute to build a better informed citizenry, can be considered as the cream of the overall learning we learnt during the project.

This learning, is to assert the need for regular attempts to recapture the necessary environmental information in order to remain environmentally friendly citizen.

## 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
GREEN INDIA	A	US\$500	Staff time, office establishment
State Forest Department	B	US\$ 500	Additional funding for mass outreach, after having seen the significance of the educational material
Consortium of NGOs for Western Ghats	C	US\$ 1000	Exclusive mass outreach and education program for creating a cadre of community environmental educators promoting the cause and conservation significance of Western Ghats

*\*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.)*

## Sustainability/Replicability

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

*Summarize any unplanned sustainability or replicability achieved.*

The series of user friendly learning intervention programs supported by the Primers and other Educational material in Kannada have sent very positive vibes across the Forest department, NGOs and other groups engaged in the conservation issues in Karnataka.

It has also attracted the attention of the mass media and adult education agencies which have started contacting the PI for possible ventures and collaborations.

Going by the feelers, many more sizeable propositions are going to be taking place in future, especially by the local forest departments, contributing to the replication of the initiative.

## Safeguard Policy Assessment

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

Not applicable



## Additional Comments/Recommendations

No additional Comments.

### 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](http://www.cepf.net), and publicized in our newsletter and other communications.

#### Please include your full contact details below:

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**\*\*\*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.

<b>Project Results</b>	<b>Is this question relevant?</b>	<b>If yes, provide your numerical response for results achieved during the annual period.</b>	<b>Provide your numerical response for project from inception of CEPF support to date.</b>	<b>Describe the principal results achieved from July 1, 2013 to May 30, 2014. (Attach annexes if necessary)</b>
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.	No			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?	No			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.	No			
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.	No			
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.	No			

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

