

CEPF FINAL PROJECT COMPLETION REPORT

I. BASIC DATA

Organization Legal Name: Living Earth Foundation

Project Title (as stated in the grant agreement): Ankasa Exploration Base

Implementation Partners for this Project: Living Earth Foundation Ghana

Project Dates (as stated in the grant agreement): November 1, 2002 – April 31, 2006

Date of Report (month/year): June 2006

II. OPENING REMARKS

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

The Ankasa Exploration Base (AEB) project that has been implemented by Living Earth Foundation is a unique conservation program in Ghana, modeled on the highly successful Elgon Forest Exploration Center in Uganda.

The project aimed to develop deep-seated respect for the ecological integrity of the rainforest and positive attitude towards the protected status of the Ankasa Conservation Area, by the communities living in the vicinity of the forest, to the extent that communities actively support participatory conservation measures implemented by the Wildlife Division and others. The aim has also been to influence members of the wider community living in adjacent districts and national decision-makers to appreciate the intrinsic value of the Ankasa forest.

The experiential learning approach to developing understanding of the importance of the Ankasa Resource Reserve by children living in the vicinity of the forest has proved to be extremely successful. This child centered learning approach, allowing the children to take an active role in their learning experience during their visit to the exploration base in the forest, coupled with the specific knowledge they gain about the importance of the forest, has enabled the children to act upon positive environmental decisions both in their schools and communities, examples of which are exemplified in the report.

III. ACHIEVEMENT OF PROJECT PURPOSE

Project Purpose:

The project aimed to develop deep-seated respect for the ecological integrity of the rainforest and positive attitude towards the protected status of the Ankasa Conservation Area, by the communities living in the vicinity of the forest, to the extent that communities actively support participatory conservation measures implemented by the Wildlife Division and others. The aim has also been to influence members of the wider community living in adjacent districts and national decision-makers to appreciate the intrinsic value of the Ankasa forest.

Over the duration of the programme, more than 3000 children, (from 110 schools) living in the vicinity of the Ankasa Resource Reserve have participated in the 4-day Experiential Learning Programme at AEB. The large majority of these children made written pledges when leaving the exploration base to engage in a number of conservation activities in their communities and schools, acting upon what they learnt on the Experiential Learning Programme. These included tree planting in their school compounds and at home, changing the way they treated animals, and influencing their siblings and parents to stop hunting bush meat. Follow up visits by AEB and WD staff to schools and communities has indicated the tremendous impact of the project.

65% of the children who pledged to plant trees have done so. Others have requested seedlings so they can also plant trees. In twenty-one of the participating schools Environmental Clubs have been set up. More than 37 of the schools that participated in the programme have been known to set examination questions related to the environment and AEB. Furthermore, the Experiential Learning Programme at AEB is now widely recognized by teachers and Parent/Teacher Associations of schools in the vicinity of the reserve as a highly beneficial and worthwhile programme. A number of schools in the area have requested for more children to attend the program. Indeed at the end of the project in April, there was a waiting list of schools wanting to participate in the programme. Almost all of the 110 schools that participated wanted more classes to participate.

The AEB programme has also received national acclaim. The vice President of the country launched the national Community Resources Management Areas (CREMA) concept at the base, where he praised the experiential learning programme. A number of elite schools from the national capital and other regions have visited the base to participate in shorter versions of the program. Some of the schools include the Ghana International School. Other groups such as the Ghana Wildlife Society, the Ghana Tour Guides Association and other church groups have also visited the base and enquired about details of the experiential learning program.

Planned vs. Actual Performance

Indicator	Actual at Completion
Purpose-level:	
1. By the end of year three, at least 3,000 young people from communities in the districts neighboring Ankasa Resource Reserve will have attended a four-day experiential learning programme at Ankasa Exploration Base (AEB).	As at April 30, 2006 a total of 3,314 young people, the majority being school children from communities neighboring the Ankasa Reserve Area have attended the 4-day experiential learning programme at AEB
2. By the end of year three, over 70% of AEB alumni will have acted upon a positive environmental decision that they made themselves as a direct result of attending the AEB programme.	The majority of the children (63%) pledged to plant trees either at their homes or in their schools. Nearly 65% of them have planted trees in their schools and some at their homes. The formation of Environmental Clubs by children in 21 of the participating schools is one outstanding positive environmental activity that the project has yielded. LEFG field staffs have been invited to some of the club meetings. A number of the children who have formed Environmental Clubs as well as others have requested for tree seedlings to plant in their schools and communities.
3. By the end of year three, over 90 % of parents of primary and secondary school-aged children living in homesteads lying adjacent to Ankasa Resource Reserve will have sent at least one child to the AEB or would like to do so as soon as possible.	About 43% of the children in primary and junior secondary school (JSS) school from communities adjacent to the Ankasa Reserve attended the AEB programme. This figure represents approximately the number of parents as well, as most of the children who attended the sessions were from different homes.
4. By the end of year three, over 50 % of people (from a sample of 100) interviewed on farms around Ankasa will understand that the area is protected because of its wildlife value, its effect on local climate or its economic value or any combination of these.	Analysis of interview by AEB field staffs indicate that as much of 64% of respondents understand that the area is protected for its wildlife value. 60% of respondents are aware of the value of the protected area in terms of the local climate. Less than 40% agree on its economic value, this is because they do not have access to the wildlife/resources.
5. By year three, over 30 schools in districts neighboring Ankasa will have significantly modified their teaching of environmental issues and will use the environment in teaching other subjects as a direct result of their AEB experience.	32 schools are known to have asked examination questions related to environmental education in the past three years. 7 schools have consistently set examination questions related to the AEB experience, for the last 3 years.

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

Were there any unexpected impacts (positive or negative)?

The programme has been extremely successful in highlighting the importance of the Ankasa Resource Reserve among children living in the vicinity of the forest. The positive environmental decisions the majority of the children have made since participating in the 4-day programme shows this.

- The overwhelming requests for seedlings for tree planting in schools and communities were not expected. As detailed later in the report, Living Earth Ghana have acted on this request and have developed a project proposal to implement and administer a tree nursery to supply fruit tree and other seedlings for local schools and communities.
- The programme has had a significant impact on the wider community and their patterns of resource use. To those who rely heavily on the resources from the protected area the programme has helped to highlight the need to protect the reserve and its resources as well as promoting other alternative income generating sources. The children have proven to be extremely influential in the communities. A number of parents have attributed the collapse of the bush meat trade in the Jomoro District to the influence of the children who have participated in the programme.
- A new project promoting CREMAs (community resource management areas) in Ghana has been set up by Living Earth with the involvement of the Wildlife Division and the support of the Darwin Initiative. Living Earth is coordinating the project, which concerns the implementation of 4 CREMA's in the Western Region of Ghana, and the facilitation of training of WD staff and communities in their successful management.

IV. PROJECT OUTPUTS

Project Outputs:

Output 1: The AEB implements and develops its education programme in an effective and efficient manner over the project period

Output 2: Local youth develop positive attitudes towards the forest, its conservation and sustainable development

Output 3: Learning from AEB on sustainable livelihoods is incorporated into community-thinking in relation to the development of Community Resource Management Areas

Output 4: Living Earth Ghana is established and has the capacity to develop the AEB programme and extend experiential/environmental-learning programmes to other parts of Ghana

Planned vs. Actual Performance

Indicator	Actual at Completion
Output 1:	
1. The AEB is widely recognised as a national centre of excellence in environmental education	AEB has been widely recognized as national center of excellence in environmental education. Post graduate students in Natural Resource Management of Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi have some of their session at AEB. A number of elite schools in other regions have made environmental education tours to AEB.
2. Over 3,000 local youth attend the four-day AEB programme	As at April 30, 2006 a total of 3,314 young people, the majority being school children from communities neighboring the Ankasa Resource Reserve have attended the 4-day experiential learning programme at AEB
3. Financial monthly reporting is on time and of required standard	Financial returns and reports have been submitted on a quarterly basis to CI (CEPF), to the required standard and format
4. AEB staff express satisfaction with their work with any issues arising	AEB staffs salaries are known to be most competitive in the area of operation and

resolved locally except in exceptional circumstances	monthly salaries were paid regularly. Each member of staff had a life insurance cover of more than ten thousand dollars during the project.
5. Widespread support for the AEB among client group (mostly schools) and Wildlife Division officials	Teacher and parent/teacher associations of schools that have participated in the programme have shown widespread support for the programme, so much so that they continue to request for more children to participate in the programme. AEB staff and WD officials have had a cordial working relationships throughout the implementation and execution of the project. A joint fundraising program by Living Earth, WD and the Jomoro District Assembly yielded 200 bags of Portland cement from Ghana Cement in support of the renovation of facilities at AEB. The positive working relationship between Living Earth and WD is confirmed by the fact that they are continuing to work in partnership in other projects (CREMA training programme).
6. AEB staff receive training in required educational and management skills	AEB staff participated in a number of seminars and workshops on environmental education. The EEL's (Environmental Education Leaders) also took part in a 3-day training course in Philosophy for Children (P4C), a method of teaching that promotes critical thinking and questioning in children. The matron at AEB was also granted study leave to pursue advanced catering training at the Cape Coast Polytechnic.
7. AEB site maintained in a safe and attractive condition	Frequent rains in the forest have affected most of the facilities at AEB. The wooden boardwalks became dilapidated and rotten so they were dismantled to ensure the safety of visitors. Living Earth, in consultation with the WD has embarked on extensive reparation works at the base. This has included refurbishment of the toilet and water storage facilities. The construction of safe walkways and reparation work to some of the roofs that were leaking. A joint fundraising program by Living Earth, WD and the Jomoro District Assembly yielded 200 bags of Portland cement by Ghana Cement in support of the renovation of facilities at AEB. The Site Maintenance Assistant at AEB has constantly maintained the site in good condition.
Output 2:	
1. Widespread positive attitude shift among alumni	The large majority of children who pledged to do so have planted trees either in their school compounds or communities. Children in 21 schools that participated in the programme have formed environmental groups and have appealed for further tree seedlings from Living

	<p>Earth to plant in their school compounds or communities. A number of children have also requested Living Earth facilitate a tree planting competition between their schools and clubs.</p> <p>Interviews carried out by AEB staff showed that AEB alumni are having a positive effect on the wider community. A number of parents and community members attribute the collapse of the bush meat trade in the Jomoro District to the influence of the children who have participated in the programme.</p>
2. Unforeseen outcomes indicating positive attitude shifts are logged by AEB staff	<p>The request for tree seedlings by children has led Living Earth to develop a project proposal to implement and manage a tree nursery, to supply seedlings to the children. The large number of schools on the waiting list for the 4-day programme after the project has finished was not anticipated. These requests have been logged by AEB staff. Living Earth is currently designing and developing a project to build on the success of the AEB programme and develop an Environmental Education teaching resource pack for teachers in the region (This is explained in more detail later in the report).</p>
3. Local youth take positive environmental actions based on their own decisions in light of their experience on the AEB programme	<p>In all 65% of those children who pledged to do so have planted trees in their communities and schools. A number of children has also set up Environmental Clubs. Post visit records by AEB staff narrate incidence of how some children worked to free marine turtles from fishermen in their communities. Members of an Environmental Brigade Group collaborated with their counterpart from the Wildlife Society of Ghana in their locality to secure the release of the turtles back to the sea. One child wrote of how she had influenced her father to cease bush meat hunting as a result of what she had learnt at AEB.</p>
4. 'Pledge-ledger' completed at the end of each programme reveals each participants' intentions	<p>Each participant at the end of each programme completed the Pledge ledger. It is up to date with all the participants' intentions, including those of the teachers.</p>
Output 3:	
1. Influential community members up to district level and national level decision-makers become strongly supportive of the AEB and its conservation message	<p>The national CREMA program was launched by the vice President at a heavily attended function at AEB where he praised the AEB project. The District Assembly agreed to join Living Earth and WD in fundraising for the maintenance of facilities at AEB. Awulae Annor Adjaye III, Paramount Chief of the Western Nzema Traditional Area has also expressed his strong support of the programme.</p>
2. Wildlife Division Community Liaison	<p>The collapse of the local bush meat market as</p>

Officers (CLOs) and other WD staff refer to local people gaining from AEB learning	a result of the change in attitude of community members who used to poach in the reserve has been attributed to the activities at AEB. The vice President of Ghana also acknowledged this.
3. Unforeseen outcomes indicate positive decision-making and actions	<p>The establishment of tree nurseries by women's groups at Amukwasi, Tikobo No. 1 and Old Ankasa to supply seedlings for community wood, in order to reduce dependence on the forest for fuel wood is attributable to the AEB program.</p> <p>Active CREMAs have been established by the people at Old Ankasa and Amukwasi as a result of the awareness created by the AEB project.</p>
Output 4:	
1. Living Earth-Ghana has capacity to prepare quarterly management reports to LEF-UK and Wildlife Division of required standard	Living Earth Ghana has sent regular management reports to LEF-UK and WD
2. Well-crafted funding proposals developed by Living Earth-Ghana staff in support of environmental education programmes at local and national level	Funding proposals to support the tree nursery project have been submitted to a number of funders for their consideration. Living Earth has also developed a proposal for the design and development of an environmental education resource pack for teachers at schools in the Jomoro District of Ghana. (More information in section VIII of the report)
3. Widespread support for the work of Living Earth-Ghana voiced by key Wildlife Division/Forestry Commission officials and others	Living Earth and the WD have maintained a good relationship throughout the duration of the project. Their widespread support for the work of Living Earth can be exemplified by their collaboration on the CREMA training programme.
4. Living Earth implements educational programmes elsewhere in Ghana	Living Earth will implement environmental education programs as part of promoting the CREMA in the 4 chosen pilot areas

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

The project exceeded the target of 3000 children from communities around the Ankasa Resource reserve attending the program by a little over 10%. There is widespread support for the programme, especially among teachers who have seen the benefits of the programme for the children they teach. At the end of the project there was a waiting list of schools wanting to take part in the programme. Some of the names of the communities where these schools are located are; Amukwawzu, New Ankasa, Compound, Tikobo No. 1, Tikobo No.2, Elubo, Nuba, Anweafutu, Cocotown, Tweakor, Awawola, Samanye, Nyamebekyere, Azuleti and Sowoeazeum.

The WD have supported the work of Living Earth throughout the project and continue to work together on other projects in the Western Region of Ghana. The format of the programme throughout the project period has proved highly successful. Teaching in the local language was seen as extremely important. The teaching methods have been modified and developed throughout the programme. The programme leaders were trained in a method of teaching,

known as Philosophy for Children (P4C) part way through the programme. This method of teaching promotes awareness and critical thinking in children and helps to develop their communication skills. This proved to be very beneficial to the programme.

The site of AEB has been well maintained throughout the course of the programme. Extensive reparation work has taken place to ensure that the site remains safe and to the required standard for future use. The materials were carefully chosen to ensure the least amount of environmental impact.

Follow up visits to the schools that have participated in the programme show that the children have developed positive attitude changes as a result of participating in the AEB Programme. Tree planting was the most popular pledge the children made, which in nearly all cases has been fulfilled. The success of this has seen children requesting seedlings for planting. This has led to Living Earth developing a project proposal to start a tree nursery. Evidence shows that the children are also influencing communities, and have played their part in the reduction in the trade in bush meat in the area.

As previously mentioned, the AEB programme has contributed to positive attitude changes in the wider communities surrounding the reserve, in terms of the reduction in the bush meat trade. Similarly, as a result of the success of the AEBB programme and its widespread support, communities are actively participating in the CREMA concept. Living Earth is taking some of the lessons it has learnt on the AEB programme to implement the CREMA training programme.

Living Earth Foundation Ghana (LEFG) is now a well-established and well-respected NGO working in Ghana, with skilled personnel. LEFG – with the support of LEF UK - provided institutional backup to the proposal that obtained funds for the continuity of AEB through the support of PADP II (a European Commission supported project). Furthermore, through funding from the Darwin Initiative, LEFG is currently implementing a project concerning training in CREMA management. In addition to this LEFG has developed a funding proposal to set up a tree nursery as a result of the outcomes of the AEB programme as well as developing a project to design and develop an environmental education resource pack for teachers in the region surrounding Ankasa.

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

Living Earth Ghana has not been able to replicate the environmental education program in other parts of the country and this has limited this unique conservation method to only the Ankasa Protected Area. However, environmental education is a key component of the CREMA training project that Living Earth is implementing. For this Living Earth will use its experience and the lessons learnt from the AEB programme. Additionally Living Earth will share its experience of the AEB programme in the implementation of the educational actions of the PADP II.

Living Earth has also developed a proposal to design and develop an environmental education (EE) resource pack for teachers in the Jomoro District. This will involve training for teachers in how to use the resources most effectively. Again, some of the effective learning methods and activities used on the AEB programme will be modified for use in this resource.

The workshop to be held at AEB (full details in section VII), will also present the opportunity to source funding and sponsorship opportunities for Living Earth Environmental Education programmes in Ghana.

V. SAFEGUARD POLICY ASSESSMENTS

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

There is the urgent need to support community members who used to depend on forest resources, such as wood and game, in alternative income generation. Such alternative skills include the rearing of snails and mushroom cultivation. Access to micro credit to promote other household income generation activities in order to minimize the continued dependence by families on forest resources is also important. To a large degree this is being addressed by the implementation of CREMAs, in which Living Earth is involved.

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.

The output “Well-crafted funding proposals developed by Living Earth-Ghana staff in support of environmental education programmes at local and national level” was not developed strongly enough in the activities described in the project proposal. The lack of detailed guidance and milestones on the development of the skills for designing proposal and fundraising have not helped to better achieve this outcome concerning the capacity building of LEFG.

A clear set of specific and measurable fundraising objectives should be defined in future projects supporting the AEB. However, LEFG – with the support of LEF UK - provided institutional backup to the proposal that obtained funds for the continuity of AEB through the support of PADP II (a European Commission supported project). Living Earth also obtained funds from the Darwin Initiative to carry out a project that is supporting the establishment of CREMA (Community Resource Management Areas) near the AEB, in collaboration with the WD.

The possibility of replicating and building on the success of the AEB programme has been challenged by the need for better local capacity in order to involve local partners (and sponsors) to continue the delivery of environmental education opportunities for children living in the vicinity of Ankasa, as well as for replicating the programme in other areas of Ghana. The institutional capacity building of LEFG is a priority if it is to build on the success of its programmes.

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

In light of the popularity of the AEB programme (at the end of the programme there are still a number of schools on the waiting list) the project design should have included the development of a complementary environmental education resource pack for teachers to use in their schools for those children that were unable to participate in the programme. This is now being addressed with the aforementioned funding proposal.

The fact that the staff who delivered the programme were involved in the design of the programme itself attributed to its success, because the staff were clear about the programme objectives and were able to contribute to its content with local knowledge and expertise.

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

Living Earth staff agreed to work on weekends during the dry season so that as many 4-day programmes as possible could be held before the onset of the monsoon or school holidays. This contributed to excess number of children being able to participate in the AEB programme.

The majority of the children that attended the AEB programme were enrolled in school. The programme would have had more of an impact if it had been more successful in enlisting local children that were not enrolled in school.

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	Notes
Masterfoods Dh	A; Project co-financing (Supplementing feeding of school children at AEB)	\$12,000	Masterfoods of Germany supported the implementation of the project for the first 36 months with a total amount of \$12,000
Ghana Cement	200 bags of cement	est. 5\$ per bag	For use for reparation work at AEB.

****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 funded 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 funded 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.

Living Earth is planning 'The Week of Ankasa', to be held within the next 4 months. Held at AEB it will comprise workshops, highlighting, amongst other things, the work of Living Earth at AEB, the success of the AEB programme and its links with the wider issues of natural resource management in the area. A 4-day experiential learning programme will also coincide with this week. Already identified national and international funders and sponsors will be invited to the event, along with representatives from the local communities, the WD, other local NGO's and local teachers. It is hoped that this event will highlight the success of the AEB programme and help to source funding for further environmental education projects.

As previously mentioned LEFG has developed a funding proposal to implement and manage a tree nursery in the vicinity of AEB. This is in response to a large amount of requests from the children who participated in the programme, who want to plant trees in their schools and communities. Local funding for this project is currently being sought.

The success of the AEB programme is exemplified by the large waiting list of schools wanting to participate in the programme. Some of the names of the communities where these schools are located are; Amukwawzu, New Ankasa, Compound, Tikobo No. 1, Tikobo No.2, Elubo, Nuba,

Anweafutu, Cocotown, Tweakor, Awawola, Samanye, Nyamebekyere, Azuleti and Sowoeazeum.

In light of this Living Earth is looking at ways to build on the success of the AEB programme in order to reach a greater number of children than the experiential learning programme. Living Earth has developed a proposal to implement a 1-year project to design and develop a locally specific environmental education (EE) resource pack for teachers in schools in the Jomoro District, with resources appropriate for children of primary and secondary school age. The resource will include examples of activities and games to enhance the children's understanding of the environment around them, including practical examples of how to conserve and protect resources. The project will include the training of teachers in EE and in how to use the resource most effectively. The teachers will be consulted throughout the development of the resource, to ensure that it is specific for their needs and requirements. Workshops and training will be held at AEB. This resource will build on the success of the AEB programme and will have a longer-lasting impact, as well as dissemination to a larger number of children in the region.

Living Earth will implement community environmental education programmes, based on the AEB programme, as part of their project promoting CREMA's in the 4 chosen pilot areas, funded by the Darwin Initiative.

LEF Ghana is also negotiating for local funding to implement similar projects in mining communities aimed at building the capacities of mining communities to effectively negotiate with mining companies in both the selection and implementation of social development programs.

VIII. ADDITIONAL COMMENTS AND RECOMMENDATIONS

As explained above, a number of projects have been developed through the success of the AEB programme as well as the establishment of Living Earth Ghana.

Food and Freedom, the LEF project based in the UK, with the aim of promoting development awareness in children in the UK, was also able to train 37 teachers from schools in the vicinity of AEB (most of which participated in the AEB programme) in Philosophy for Children (P4C) a method of teaching that promotes awareness and critical thinking in children. AEB staff were also able to take part in this course.

An information portal website is now being developed through this project. This site is for children and teachers in the UK to access information about trade and other issues affecting people on the ground in Africa. The information for the site will be sourced from Ghana through LEFG and the contacts already made through the AEB programme in the communities in the Western Region of Ghana. Additional funding is currently being sought to extend this project to other countries as well as to facilitate curriculum and teacher exchanges between Africa and UK.

Funding is currently being sought for the development of projects that have directly resulted from the outcomes of the AEB programme, namely the tree nursery project and the project to develop an environmental education resource pack. This is in addition to the Darwin Initiative funded CREMA project and the development of the Food and Freedom project. It is anticipated that the event 'A Week of Ankasa' to be held in the forthcoming months, as well as Living Earth's involvement in PADP II will promote the continued success of AEB and the work of LEFG and lead to the promotion of further successful environmental education programmes in the Western Region as well as in other areas of Ghana.

IX. INFORMATION SHARING

CEPF aims to increase sharing of experiences, lessons learned and results among our grant recipients and the wider conservation and donor communities. One way we do this is by making the text of final project completion reports available on our Web site, www.cepf.net, and by marketing these reports in our newsletter and other communications. Please indicate whether you would agree to publicly sharing your final project report with others in this way.

Yes ☒ _____

No ☐ _____

If yes, please also complete the following:

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