CRITICAL ECOSYSTEM PARTNERSHIP FUND

CEPF Final Project Completion Report

Organization Legal Name:	Manda Wilderness Community Trust
Project Title:	Manda Wilderness Biodiversity Project Phase 2
Grant Number:	65714
CEPF Region:	Eastern Afromontane
Strategic Direction:	1 Mainstream biodiversity into wider development policies, plans and projects to deliver the co-benefits of biodiversity conservation, improved local livelihoods and economic development in priority corridors.
Grant Amount:	$139,325.00
Project Dates:	April 01, 2015 - October 31, 2017
Date of Report:	November 02, 2017

Implementation Partners

List each partner and explain how they were involved in the project

The Manda Wilderness Community Trust (MWCT) and the Manda Wilderness Agricultural Project (MWAP) were the main implementing partners for this Project. Communities based committees, who work in partnership with MWCT on all projects, were also key to the success of the Project. During the Project period, MWCT created a collaborative agreement with the local office of the Anglican Church. Ideas regarding the project were shared during meetings and Anglican Church representatives were invited to CEPF workshops. Information was shared and the Anglican Church provided input on trainings.
The Government's Agricultural Officer based in Cobue, was also invited to CEPF workshops.
UMOJI is another close partner that MWCT has collaborated with during the funding period. UMOJI is a community based association, which was founded to represent the sixteen Manda Wilderness villages.
MWCT has also begun to promote an association of stakeholders involved in environmental conservation in the region. The committee would comprise government entities, MWCT and range of stakeholders including Swedish, Dutch and Irish NGOs, the Anglican Church, regional NGOSs and the Anglican Church.

Conservation Impacts

Summarize the overall impact of your project, describing how your project has contributed to the implementation of the CEPF ecosystem profile

Below is an overview of the accomplishments of the two phases of the Project:

Phase One: 2015 – 2016

- **Conducted one training of a duration of three days with local farmers in 8 villages. The following information was covered:**
  - **Conservation Agriculture**
  - **Climate change: why things in terms of environment have been changed}**
  - **Crop rotation/Intercropping**
  - **Compost manure production for soil recovery**
  - **Wise and resourceful use of natural resources**
  - **Agroforestry**
  - **Gender components**
- **Conducted training of cooperative farming groups in each 8 villages. The objective of this training was to activate farmers to work together in groups and understand the benefit of collective, collaborative work.**
- **Establishment of Farmer Field Schools (FFS).[1] These groups were formed to engage collaborative work in sustainable farming using materials that the Project had given them.**
- **Supply of seeds and farming tools to FFSs to promote successful learning and cultivation of crops. Supply of seeds is a way of ensuring that farmers plant various seeds to test crops and their relevancy in their communities.**
- **Follow on the progress of FFSs. Monitoring was conducted to inform development, to collect the results of farming activities, and to understand the reasons behind successes (group commitment, for example) and constraints (droughts and lack of group commitment).**
- **Established school gardens. A short training on agroforestry was provided under this component, which engaged children and instructors. Seedlings of various fruit trees were provided to plant on school grounds. Under this activity, the planting of fruit trees was done as well we follow up to monitor progress and collect results of activities.**

Phase Two: 2016 – 2017

- **Training with farmers was scheduled for September and November 2016. The following topics were planned for the training (this activity was also conducted during Phase One of the Project):**
  - **Conservation Agriculture**
  - **Climate change: why things in terms of environment have been changed}**
  - **Crop rotation/Intercropping**
  - **Compost manure production for soil recovery**
  - **Wise and resourceful use of natural resources**
  - **Agroforestry**
  - **Gender components**
- **Training of farming groups activated farmers to work together in groups and understand the benefit of collective, collaborative work. (This activity was also conducted during Phase One of the Project.)**
- **Establishment of FFS. These groups were formed to engage collaborative work in sustainable farming using materials that the Project had given them. (This activity was also conducted during Phase One of the Project.)**

- **Supply of seeds and farming tools to FFSs to promote successful learning and cultivation of crops. Supply of seeds is a way of ensuring that farmers plant various seeds to test crops and their relevancy in their communities. (This activity was also conducted during Phase One of the Project.)**
- **Monitoring and Evaluation was conducted to monitor and collect data on activities and results from FFS.**
- **Established school gardens in seven schools. A short training on agroforestry was provided under this component, which engaged children and instructors. Seedlings of various fruit trees were provided to plant on school grounds. Under this activity, the planting of fruit trees was done as well we follow up to monitor progress and collect results of activities. (This activity was also conducted during Phase One of the Project.)**

Data from the field shows that the Project has made significant impact in the region. Community members from sixteen villages have been engaged in project activities including outreach, training, workshops, monitoring visits, and have received supplies including seeds and farming tools.

"People now are not only depending on fish from the lake and rives; there has been improvement in vegetables gardens, resulting in economic development, improved nutrition and less impact on the environment with less fishing. The introduction of various crops is another benefit of the Project. Subsistence farmers before depended only on cassava; now however, people have begun to diversify. They have realized also that in some years several crops survive, and in other years, other crops survive." – Richard Stephano, Local Community Project Manager

"I would like to add that through this project we have learned to conserve trees and not cut them. We have learned about the fish in the lake. The trees and the fish are not for us, they must be conserved for our children in the future." – Focus Group participant, Mbueca

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

Impact Description	Impact Summary
Mainstream ecological farming methods in the catchment area of Lake Niassa farmers will be able to conserve other, less productive, areas, thus conserving the local biodiversity in this KBA.	The Project has imparted specific conservation farming methods in the region and these are being implemented by project beneficiaries as well as spread to others who see the results of these methods. A prime example of this is the shift from round ridges to grow cassava to long ridges, which increases size of crops, yield, and at the same time, makes efficient use of water catchment. The tangible results of this particular farming method led to it being widely accepted and used by many communities.
Build social capital around the topic of conservation farming in the villages.	Community members have seen the importance of working together through the Project, and spoke about the power that comes with unity and shared responsibility. Collaboration with the government, community associations and other entities working in the region is part of this; these can enable a more focused approach and build momentum to achieve

	collective goals.
For local populations to experience the economic benefits of ecological agricultural experimentation and knowledge.	Many farmers have attested to understanding and seeing the economic benefits of some of the ecological agricultural techniques they have learned. They have seen increased harvests that have enabled them to save money in community savings groups, pay school fees, improve nutrition because they are able to diversify their diets, and buy farming materials – supporting increased livelihoods.
Extend the understanding of ecologically sound community food production methods through an extended programme of school and involvement of the students and teachers in monitoring progress towards a far more balanced and self-sustaining agricultural-based local economy.	The promotion of school gardens has sparked interest among schoolchildren and their teachers, but the impact has been diminished by choosing slow-growing trees and poor arrangements for watering and maintenance. A programme of education for both teachers and children is being considered for the next phase.
Create agricultural and biodiversity pride in this region of Mozambique and make this remote area known for its innovative advancements in conservation linked with economic development.	The Project has been effective in creating a sense of pride in agriculture and the biodiversity, particularly among Project beneficiaries. Refer also to other sections of the report. “Because of the Project, people have begun to appreciate the environment and to be proud of the beauty and biodiversity in their area. In areas not far from Manda Wilderness, there are no trees, and people do not have knowledge or appreciation of the environment.” – Richard Stephano, Local Community Project Manager

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

Impact Description	**Impact Summary**
Promote ownership of the objectives of Phase 2 amongst the staff, to obtain baseline regarding villager´s experiences with the conservation training of Phase 1, and to promote knowledge and experimentation around farming and agroforestry.	This is an activity that is still in process. One of the weaknesses of project implementation related to this point was the lack of effective communication on the objectives of the project. Project implementers and beneficiaries were not always able to differentiate the goals of this Project with previous projects. However, staff uptake has been very positive, with enthusiastic leadership from the two senior staffers employed at the experimental farm.
Find the ideal locations in Chigoma, Mandambuzi and Cobue to build the outreach and resource centres and get them started and to train the two Outreach Coordinators TBD, the Resource Center Supervisor TBD and the Messenger TBD.	Sites for local support centres have been identified in three villages - Litinda, Uchesse and Cobue - with trained staff ready to run each one. The first, in the inland village of Litanda, has been built, with the others in Uchesse and Cobue in the final stages of construction.
Identify surplus of certain products and experiment with the demand of them in the local and regional contexts, as well as	Logistical difficulties in identifying any surplus products beyond the needs of the growers themselves hampers any efforts at achieving a regional impact. Many

encourage “outside the box” thinking in giving products an added value.	farmers have however proved open to new ideas on inter-cropping and on the introduction of new crops such as sweet potatoes, helped by specific training programmes.
The short term impact of this will be for the children in this rural area to understand the science and experimentation behind farming and to see that agriculture,, besides being a source of food security, provides a means to think-outside-the-box and to find added value to everyday activities.	Some of the school gardens created have been used enthusiastically by children and school staff. Further work needs to be done with school leaders to ensure that lessons are learned for the longer term, particularly related to conservation. Refer to other sections of the report for more details.
The short term impact of this will be to create shared goals among villagers and organizations.	Results have been mixed on motivating villagers to share the aims of conservation and sustainable agriculture. It is hoped that positive results from some of the villages will stimulate others to follow their progress.

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

Vegetable gardens have shown success and results throughout the project period. Project participants have learned how to increase harvests and they understand the link to economic opportunity and improved nutrition.
Ownership over the resource centres for communities that do not have centres directly in their community is a process. It will take time for villagers to understand that even though the centre is not in their community, it is still a resource that belongs to them. The locations of the centres were carefully planned and have been deemed appropriate.
The school gardens were a particular challenge during the Project period. Because the results of agroforestry are long-term, it was difficult for communities first, and schools and students to see the direct impact of this activity on their lives. The training linked to this activity was not sufficient. While results for this activity are poor, with a conservation education follow up program, the impact of this component can still be impactful.
The agroforestry component also suffered some challenges. Besides understanding the use of leaves from trees for soil fertility, farmers had trouble understanding the benefits of this components, particularly since they are long-term benefits.

Were there any unexpected impacts (positive or negative)?

MWCT and MWAP staff did not expect high dropout rate from farmer’s groups. This was due to some participants’ expectations. Some expected money from the Project and when they did not receive money, they stopped participating in the group. They failed to understand that they would acquire valuable knowledge to improve their lives. Refer to table of numbers of farmers per village below.
Drought was another unexpected issue. The lack of rainfall affected crops, forcing farmers to plant crops several times that died, and to replant without abundant harvests.

During the Project, farmers planted before the first rain, which was atypical. With support from the visiting Agronomist, communities planted seeds too early and the seeds did not germinate.
Expired seeds were also bought and distributed to farmers. See further comments on this below.
Guests at Nkwichi Lodge donated seeds often, which is a valuable resource. However, the seeds from these donations are not always adequate for the soil and climate of the region.
Unexpected collaborations took place, such as with the Anglican Church, the government agricultural extension officer from the Institute of Agricultural Research, which was a positive development during the Project period.
MWAP and Resource Centre staff did not expect to receive bicycles to assist with transport. Communities are much more accessible now because of this.
Communication was strong and conducting regular meetings with management of the project and with farmers groups was an unexpected result of the Project that one MWAP staff voiced.

Project Components and Products/Deliverables

Describe the results from each product/deliverable:

Component		Deliverable		
#	Description	#	Description	Results for Deliverable
1	Ecological Farming- Improved eco-logical farming practices and land use	1.1	Admin Assistant and Messanger recruited	These posts were not filled as considered unnecessary
1	Ecological Farming- Improved eco-logical farming practices and land use	1.2	Three professional consultants recruited for the Project: Agronomist; Outreach and Education Specialist; Assesor	Agronomist Thomas Mbeyela was recruited to enhance farm training methods and the extent of crops grown: the results were positive at both farm and village level. Richard Dixon, ex-IUCN, surveyeed the project at the half-way point and advised on locations, construction and staffing of the new Resource Centres: all three will be opened by the end of 2017. Lily Bunker, who began the original Phase One at the project while employed at Manda Wilderness, and who is now a Maputo-based M&E expert, conducted a thorough analysis at the end of the project: her conclusions form a major part of this report.
1	Ecological Farming- Improved eco-logical farming practices and land use	1.3	PPT Presentation on monitoring	This presentation on monitoring was completed. Monitoring forms were designed and sent out to villages, which were subsequently returned
1	Ecological Farming- Improved eco-logical farming practices and land use	1.4	The Agronomist Consultant, Joao Manhamba and Hilda Cangoma will publish a First Draft of the Phase 2 Ecological Farming Training Plan	This activity has been completed by MWCT and MWAP staff, and written in the local language, Nyanja.
1	Ecological Farming- Improved eco-	1.5	The Agronomist Consultant,	This activity has also been completed by MWCT and MWAP staff. Follow up on Phase 1 trainings was provided. Hoes, rakes, seeds were distributed as well as

	logical farming practices and land use		Joao Manhamba and Hilda Cangoma will publish a Method to Follow-Up on Phase 1 Trainings	shovels/picks to dig holes for hippos not to pass into agricultural plots
1	Ecological Farming- Improved eco-logical farming practices and land use	1.6	The Agronomist Consultant, Joao Manhamba and Hilda Cangoma will publish the Results of the Follow-up of the Phase 1 Trainings	These training reports have been completed, initially written in Nyanja and then translated into English.
1	Ecological Farming- Improved eco-logical farming practices and land use	1.7	The Agronomist Consultant, Joao Manhamba and Hilda Cangoma will publish a Training Plan for Phase 2	Completed
1	Ecological Farming- Improved eco-logical farming practices and land use	1.8	Lists, photographs and videos of training sessions	Photos of training sessions were taken. Videos were not used, however, due to limited space on the camera's memory card. Attendance lists were also completed during each training.
1	Ecological Farming- Improved eco-logical farming practices and land use	1.9	Published schedule to mix visits to villages with training programmes at the MWAP Farm	Completed and implemented

2	Ecological Farming-Increased productivity in basic food crops	2.1	Publish Method to Follow-Up on Phase 2 Trainings	This was completed and appropriate staff followed up in communities.
2	Ecological Farming-Increased productivity in basic food crops	2.2	Publish the Fist set of results of the Follow-up of the Phase 2 Trainings, focusing on how productivity has increased in basic food crops	After Phase One, a general meeting was organized to discuss the achievements and challenges of Phase One. Farmers gave feedback on the trainings and steps were taken to make improvements.
2	Ecological Farming-Increased productivity in basic food crops	2.3	Report on final results of Phase 2 trainings	Data collected, report due
3	Ecological Farming-Biological diversity protected	3.1	Juliana Castellanos, in collaboration with the other permanent and consulting staff, will publish a method to measure villager´s collective avoidance of degradation of the environment before-and-after the Project.	Not completed due to resignation of Juliana Castellanos early in the project
3	Ecological Farming-Biological diversity	3.2	Published results of applied ethnoecology	Not completed due to resignation of Juliana Castellanos early in the project

	protected		approach in which people´s perceptions of various biological and agricultural features are recorded and indicators of sustainability identified	
4	Social Capital-Village demonstration farms created	4.1	Demonstration farm established at each of the villages involved in Phase 2	This has been completed. All villages have now been trained on the operation of the demonstration sites.
5	Social Capital-Outreach and resource center coordinators/centers available to villagers	5.1	Outreach Coordinators and Resource Center Supervisor recuited by Juliana Castellanos and Outreach and Educational Consultant	The three recruits (Pedro from Magachi, Mateus in Litanda and Carlos from Mbueca) have now been fully trained at the experimental farm and are now involved in the establishment of three outreach centres. They were sent out into communities to work with farmers and assist with various activities on the FFS and provide guidance on conservation agriculture. They assisted with the construction of the centres, and work in their respective centres, reporting on relevant issues. MWCT and MWAP also make visits and monitor their work.
5	Social Capital-Outreach and resource center coordinators/centers available to villagers	5.2	Outreach centers established in Chigoma and Mandambuzi, and a Resource Center in Cobue	Following consultations with community members, three outreach sites were identified for the villages of Litanda, Uchesse and Cobue. The first site at the inland village of Litanda has been completed, with some additions currently in progress. The second at the northern coastal village of Uchesse will be completed soon, but with no roof yet. The third centre in Cobue is in the final stages of construction.
6	Social Capital-Enhanced social cooperation and coordination mechanisms	6.1	Feedback on impact of centers collected by Outreach	Carlos, one of the Outreach Coordinators is currently on site at MWAP. Pedro and Mateus provide regular reports to submit to MWAP and monitoring and problem solving is managed by MWAP and MWCT staff.

	derived from shared values		coordinators	Pedro, Outreach Coordinator from Magachi, provided the following feedback on the impact centres: people are happy because the centres are open and they are a valuable resource for their communities. Farmers required monitoring, guidance and encouragement so the resource centres are strategic in this way. Some groups are weak and they are not holding regular meetings. Some of the challenges that farmers have faced this year include a lack of rain and the need to replant crops several times as a result.
6	Social Capital- Enhanced social cooperation and coordination mechanisms derived from shared values	6.2	Photographs and testimonies collected as evidence of villagers´ collaborative monitoring systems	MWAP staff visited communities and took photos of activities. They have used these pictures to add to reports, and other related material.
7	Economic Development- Increased agricultural productivity and creativity	7.1	Survey of matket potential for each village	Some communities have small markets where they can sell all types of vegetables. Maize is sold in Likoma and Cobue. Ngofi, Chigoma and Ntumba also have markets where villagers can sell their crops. Some of the largest nearby markets are in Cobue, Ntumba, Tulo (where mining activities take place.
7	Economic Development- Increased agricultural productivity and creativity	7.2	Published economic plan for each village	Economic plans for each village, using data collected during the project, will be prepared when the new Resource Centres are in operation.
8	School Gardens- Improved understanding of ecologically sound community food production in schools	8.1	Published unit plan on school gardens personalized to the Manda Wilderness Area	The research for the economic plan was conducted. MWCT and MWAP cannot buy seeds for everyone in the village however. MWAP staff visited communities to assess how many seeds each village needed (how many kilograms of yield per seed packet) and of which type. The farmers provided feedback on an extensive list of supplies to buy. MWCT decided to distribute 1 kilogram of seeds per group. This was an pilot to see which crops do well in certain communities. Communities received seeds that were suitable to their soil and climate as well as a set of tools (hoes, rakes and picks – to enable farmers to dig holes to avoid issues with hippos, watering cans, shovels and slashers)
9	School Gardens-	9.1	Creation of	School gardens have been established in all communities

	Critical thinking and organizational skills around the topic of agriculture promoted		school gardens at primary schools in each village	that have schools in the area. The exception was Chicaia, which seemed to show will to participate in Phase One, but then decided that agricultural development was not their priority. Project staff worked with schools to plan regular maintenance of the gardens, including a programme for school holidays, and encouraged schools to include the project as part of their regular curriculum. See other comments in report regarding school gardens.
10	Long Term Conservation Plan-Increased communication and collaboration between the community and the various actors in the region	10.1	Letters and reports of objectives and findings to local and regional organizations and authorities	Project staff communicate regularly with UMOJI, the Anglican Church, the Agricultural Representative in Cobue, the Agricultural Officer in Mandambuzi, and the chief government official in Cobue. They are informed of the developments of the Project.
11	Environmental Impact and Worker Safety Assurance-Possible negative impacts of buildings and construction process avoided	11.1	Pre- and Post-reports on site selection and building methods	MWAP and MWCT staff deliberated over site selection based on village locations. Building methods were discussed with MWAP and MWCT staff also. The final design of the building was finalized: one bedroom, one storeroom for farmers to leave their tools and harvested crops, and one office with bookshelves to store books, notebooks and seeds.
12	Environmental Impact and Worker Safety Assurance-Builders´ safety assured	12.1	Report on worker safety	An inspection of the buildings to be used as Resource Centres recorded appropriate safety standards for the workers involved, such as ladders and scaffolding. The buildings have been constructed to a good standard to provide a safe site for MWCT staff to operate.

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

Monitoring was conducted in a traditional manner with a simple spreadsheet to show responses. Qualitative data was shown through the development of research questions and focus groups conducted. For quantitative methodology, refer to crop yield data in kilograms. There is still potential to develop more tools.

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:

- Project Design Process *(aspects of the project design that contributed to its success/shortcomings)*
- Project Implementation *(aspects of the project execution that contributed to its success/shortcomings)*
- Describe any other lessons learned relevant to the conservation community

The Project approach was pragmatic and relevant to the local context. The Project pursued the theme of conservation agriculture in two systematic phases, designed to make the project scope reasonable and results sustainable over time.

Lessons learned:

Strategy

Maintain realistic and timely identification of challenges, complaints and risks. Data provided by informants showed that some challenges were sustained for periods of time before addressed. This was due in part to logistical issues (access to seeds, for example) and project design (challenges in ownership over and care of school gardens, for example). Show adaptive capacity and take time to adapt and update the overall plan and objectives of the Project. Use lessons learned from similar projects in Africa and around the world and learn from similar experiences, successes and challenges. Adapt these to the local Mozambican context.

Communication and Coordination

Strengthen, simplify and adapt communication and coordination to fit the ongoing needs of the Project. Stakeholders, the project team, beneficiaries and other involved parties are based in many different locations over a widespread area with logistical and communications barriers making coordination a challenge and team interactions time-consuming. In some cases, clear communication of project objectives was not communicated with all involved parties. Hold regular meetings with beneficiaries and other stakeholders to identify gaps, weaknesses and challenges and together identify strategies to address these.

Project Design

Develop and disseminate information on the value of conservation and ecological farming more widely. The school garden component of the Project confronted issues with ownership and care of Issues with school gardens. Project design did not account for school holidays were students and teachers are often away from school premises and unable to water trees. Responsibility should be given to a group of individuals, such as the School Committee who will provide continual oversight for care of the gardens. With the agroforestry component, project design did not anticipate the challenges related to activities that do not show immediate or short term tangible benefits for villagers in a very poor region of Mozambique where nutrition is poor and drought has deeply affected livelihoods.

Limited markets and logistical issues inhibited access to broader markets should be taken into account. Coaching to challenge limited thinking and technical support to access markets further away should be provided.

Drought was an unexpected occurrence that could not have been predicted. However, project design should account for unexpected phenomena such as these and mitigate these accordingly.

Establishing ownership over the Project should be incorporated into project design. Baseline data on village needs and attitudes as well as initial visits to villages to introduce and explain the Project will help to ensure this.

Training and Capacity Building

Provide additional training over shorter periods of time. Feedback from staff showed that three day trainings were too lengthy. Provide lunch and refreshments to participants to encourage their active participation and avoid unmet expectations. Training for the school garden activities was limited and a follow up conservation education program could be explored.

Monitoring and Evaluation

Use participatory monitoring and evaluation methods to involve organizations and implementing partners in the processes of the development of the Project. M&E component weak – rudimentary data collected only. Conduct interviews and focus groups with community members, stakeholders and other relevant parties to receive feedback and to gauge understanding and ownership over the Project.

Economic Development

Project components where economic development was possible, evident and tangible were the most successful. Conservation cannot be done if it is eroding livelihoods and no alternative for livelihoods is offered.

Team

Establish a long-term, committed and experienced team to manage the Project. Limit staff turnover and provide long-term consultants and ongoing partnership agreements to support the project for its duration.

Sustainability / Replication

Summarize the success or challenges in ensuring the project will be sustained or replicated, including any unplanned activities that are likely to result in increased sustainability or replicability.

Key achievements of the CEPF Project's strategic approach to community-based conservation agriculture include:

- **A locally relevant project covering the extensive and remote area of Manda Wilderness area. This differs from many projects that MWCT has engaged in in the past; projects were typically conducted on a village by village basis depending on community needs, requests and active engagement. This Project, however provided MWCT a key opportunity to replicate project design and impact in an expansive rural area with potential to promote conservation and support agriculture. Hilda Cangoma, MWAP Advisor stated: "The Project has had a lot of influence. Now people have a lot of food. They are using intercropping, crop rotation, more infiltration of water – low regions, now the crops can survive with little water and produce a lot."**
- **Impartation of knowledge to rural farmers through trainings and workshops has allowed for the changing of practices to more resourceful and environmentally friendly techniques. Farmers have begun to understand and implement new farming methods including: the use of compost manure and fertilizer; long ridges instead of round ridges for larger and higher yields of cassava as well as for rain harvesting; intercropping; knowledge of soil conservation and**

enrichment; prevention of soil erosion limited knowledge of agroforestry; and crop rotation. Burning has also been reduced. Vegetable farming was a success and reliance on staple crops – anything that brings higher yield and can be easily adapted was relevant to the local context and tangible to farmers. As J*oão* Manhamba, MWAP Manager noted: "Because of the training they [Project participants] had, now they understand the ecosystems around them."

- **Changing mentalities about new systems of farming and transfer of knowledge about conservation agriculture: The training and implementation of the Project changed their way of thinking and their daily practices. J*oão* Manhamba, MWAP Manager speaks about this: "The Project has opened the minds of people about new systems. And also, this program is here to show people not to plant just one crop, they can do intercropping and plant more crops. They understood that some plants fix nitrogen in the soil that other plants need. The people did not know the important of intercropping before, but now they understand."**
- **Improved nutrition has been evident as a direct result of the Project. The malnutrition rate is very high in Niassa. Farmers showed that their diets improved due to high yields associated with new farming methods they have adopted.**
- **Awareness of conservation has increased. People are not cutting down trees as they were before, they are avoid burning and not overfishing as much.**
- **The spirit of cooperation and collaboration between men and women has increased. Men and women are working together in the community, together in groups and sharing tasks. Before the project, woman did certain things and man did others. Now they all work together and there is balance. Women have now begun to understand that not only men have the responsibility to look after the forest.**
- **Pride for their environment. J*oão* Manhamba, MWAP Manager explained: "People have started to have pride in nature and they are avoiding bad ways. They understand that this is our nature, our animals, let's keep it and let's protect it."**

A clear indication of the Project's acceptance, impact and benefits to the communities is the fact that implementers and villagers are asking for it to continue. "I will be happy if this project continues and Mozambique was in a Civil war for a very long, especially this side. This is the first time that farmers have been able to have training. We are still behind. Through this project, people have begun to open up their minds. Maybe the training will be for other people next time and open up their minds also. Government is not taking any action for a long time in this area." – J*oão* Manhamba, Farm Manager
Challenges and unplanned activities that negatively affected the Project are the following:

- **The school garden project lacked community ownership, oversight and appropriate implementation. Despite the challenges, school administrators voiced their desire for the project to continue.**
- **The agroforestry component was limited in its success. Villagers learned to use leave to protect the soil, but knowledge in this area was limited in scope, scope and relevancy.**
- **Project implementers faced negative attitudes and misunderstandings during the Project period. Some welcomed the project but not all community members had the will to participate. The more loyal members continued to support the project and this was positive.**
- **Expired seeds and some seeds were not good for Mozambique (from abroad).**
- **The Project undeniably caused increased yield but often farmers did not have a significant enough market to sell.**
- **The promotion of knowledge and experimentation around farming and agroforestry is still in process.**
- **Drought negatively affected farming in the region.**

- **Promotion of the ownership of objectives of Phase Two of the Project was only partially successful; some community members still do not understand this. Change however has occurred, albeit gradual.**
- **Some communities do not understand the objectives of the Resource Centre. This will change as community outreach is done and community members understand that it is an open community resource.**
- **The creation of shared goals among villagers and organizations was not fully achieved.**

Safeguards

If not listed as a separate Project Component and described above, summarize the implementation of any required action related to social, environmental, or pest management safeguards

Farmer field schools, school gardens and the Resource Centres were positioned on land which did not require clearing of existing native species, and were in keeping with traditional styles. Each of the sites was chosen to be at the centre of each community, and used available plots.

Additional Comments/Recommendations

Use this space to provide any further comments or recommendations in relation to your project or CEPF

In order to sustain the gains made by the community from the CEPF Project, a third phase of the Manda Wilderness Agricultural Project (MWAP3) has been devised, with lessons learned from the earlier phases, and a range of new funding being explored. This action is strongly supported by the communiy itself and by the staff who have dedicated themselves to the Project throughout.

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 CEPF investment

Total additional funding (US$)
$0.00

Type of funding
Please provide a breakdown of additional funding (counterpart funding and in-kind) by source, categorizing each contribution into one of 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 investm*ent or successes related to this project)

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.

1. Please include your full contact details (Name, Organization, Mailing address, Telephone number, E-mail address) below

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