

## CEPF SMALL GRANT FINAL PROJECT COMPLETION REPORT

<b>Organization Legal Name:</b>	GREEN INDIA TRUST
<b>Project Title:</b>	Building a Pro-conservational understanding among the local communities in Uttara Kannada, through designing the need based Environmental literature and Educational material in Kannada, based on the findings from select CEPF Projects.
<b>Date of Report:</b>	21 November 2013
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**CEPF Region:** Western Ghats (Malnad-Kodagu Corridor)

**Strategic Direction:** CEPF Strategic Direction 2 - Improve the conservation of globally threatened species through systematic conservation planning and action.

**Grant Amount:** \$ 18,470.00

**Project Dates:** 1<sup>st</sup> November 2011 to 31<sup>st</sup> March 2013

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

**GREEN INDIA:** The team from Green India was involved in designing and execution of the complete project as per the approved project plan. It was the team for overall project implementation and coordination. Other partners involved in the project are the following.

**CEPF SG Grantees:** Pls of 4 CEPF SG projects, earlier completed in Uttara Kannada in the Western Ghats of Karnataka corresponding to four important Environmental themes, were among the other key partners, who offered major support in implementing the current SG project. Environmental issues addressed in these SG projects and their findings relevant from the context of local environmental problems, which deserve wider dissemination, were chosen as the central themes of the Environmental Literature proposed under the current project. The Pls and their research projects are: (1. Hegde B L-*Critical areas for a landscape level wildlife corridor*, 2. Narasimha Hegde-*Cinnamon Plant Resources of Central Western Ghats*, 3. Kumara H N-*Feeding ecology, status of Food trees & habitat of lion-tailed macaques*, 4. Manju Siliwal-*Tarantula Spider diversity, distribution and habitat-use*). Research findings from these projects would constitute the primary source of information for developing the need based educational material under the current project.

These SG grantees were required to share their research findings with the PI of the current project. Accordingly, the SG grantees shared the documents and reports related to their research projects as the source of focal environmental information. This was the major and critical support rendered by the SG grantees. Additionally, three of these grantees (1, 2 and 3) offered their viewpoints and suggestions during the Learning needs assessment Exercise and the Field testing of Environmental Literature Prototypes. Besides, the SG grantees were available over e-mail and phone for subject related clarifications.

**IINDICUS:** Members of IINDICUS (Institute for Indigenous Cultures and Studies), Tarikere, are the other partners whose support was critical. This groups, with prior expertise and experience in the fields of Adult Education and Environmental Education shared the necessary know how for developing the Environmental Literature. They also helped the PI by taking up tasks such as Reference search and Content collation from different information sources and documents, preparation of Subject specific Overviews based on the CEPF SG project documents and Developing Subject specific 'Digests'.

**Subject Experts:** Different Subject Experts from the fields of Conservation Science, Adult Education, Environmental Education and Communication (from College of Forestry, Sirsi, College of Horticulture, Sirsi, State Resource Centre, Mysore, University of Agricultural Sciences, Bangalore, Azim Premji Foundation, Bangalore and select Higher Secondary schools in Uttara Kannada) were the next layer of Partners in the project implementation. They were the source of additional subject inputs. They took part in many discussions and interactions with the PI from time to time and offered their insights related to Environmental Literature especially in respect of its form, content, language, presentation style, and narration. They also took part in the Learning needs assessment Exercise and the Field testing of Environmental Literature Prototypes and offered

**Science Writers & Translators:** Select Science Writers, Language Teachers, Environmental Journalists in Kannada helped prepare select sections of environmental literature, based on the Subject Overviews and additional reference material. Many of them also took part in the Need Assessment exercise and Field testing of the Prototypes of Environmental Literature and offered their view points and suggestions.

**Target Learning Groups:** Going by the key findings to be highlighted and its relevance, the 3 groups were identified as the focal target audience. These are: i) Local Community which includes Farmers, Village Forest Committees, NTFP collectors, Village Panchayaths, ii) Frontline forestry staff, and iii) Students-School Teachers. These are the target learning groups of the current project, who are in need of the new environmental information, generated in the CEPF SG projects. The Learning needs and information needs of these target groups would be the critical elements that decide the intensity and comprehensiveness of the contents included in the environmental Literature. The PI of the current project has worked with these 3 target groups on many earlier occasions and has a wider understanding of their learning needs. Representatives of these target groups took part in the Learning needs assessment Exercise and the Field testing of Environmental Literature Prototypes and offered inputs about their Environmental information needs. They also offered many additional field inputs on the focal themes of the environmental Literature.

## Conservation Impacts

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

The current SG project focused on the Strategic direction #2 of CEPF profile, which stated, *“Improve the conservation of globally threatened species through systematic conservation planning and action”*. Within this Strategic direction, Investment Priority 2.4, which said, *“Support interdisciplinary efforts to analyze and disseminate biodiversity data”* and specifically the Issue (i) which stated, *“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”* was focused.

**The current project proceeded with the following understanding:**

i) Availability of authentic information about a critical environmental issue in a language and form familiar to the local community is known to contribute to the strengthening of one’s Environmental consciousness, which in turn contributes to the success of Environmental conservation. Efforts to produce Environmental information tools including Literature and their proper dissemination are known to help develop environmental friendly citizenry. Better informed stakeholder groups will also ensure their effective involvement in Environmental Conservation initiatives.

ii) Attempts to bring out Environmental Information material in the different environmental conservation initiatives would focus on stray brochures and leaflets in the name of ‘educational material’ which tend to offer facts and figures, without ever relating to the assessed learning needs of the intended target audience. In the form of stray brochures, the information lacks user friendliness, remains unpalatable and thus falls short of reaching the intended audience. Consequently, the learning groups in need of authentic information about an environmental issue would continue to carry its deficient understanding and remain disconnected from it. Such ad-hoc approach would arise due to lack of complete understanding of the ‘What-and-How’ of Environmental Education.

**Learning Needs Assessment:** With this prior understanding, the current SG project devised a systematic implementation strategy. Project implementation began with examining and understanding the learning needs of the intended learning groups. Learning Needs Assessment Exercise in the form of a Brainstorming exercise with the representatives of different stakeholder groups was conducted which helped identify and prioritize the learning needs; it was followed by field visits to select sites of the 4 parent projects to understand the field situation. These two processes helped identify and prioritize the actual learning needs of the learning groups as against the perceived needs. This was followed by identifying the key conservation messages in the findings from the parent SG projects which need to be highlighted in the educational material in order to meet the learning needs; subsequently appropriate story lines were developed so as to anchor these key messages as well as to highlight the major findings from the parent projects.

**Subject Overviews & Information base:** In the next stage, necessary information from the parent project documents was solicited from the CEPF grantees while additional reference search for relevant information related to the focal themes was taken up to strengthen the information base. Necessary information chunks were extracted from the CEPF parent project

reports and documents, and other reference material; by making use of these information chunks, comprehensive subject overviews were developed. With necessary synthesizing and modification, these compilations were further developed into 4 focal theme specific Subject syntheses or Digests.

**Content Conversion and Development of Community Primers:** These Subject overviews were further subjected to the process of Content conversion and simplification. The Environmental Literature was developed in the form of 4-Illustrated 'Community Primers', each one highlighting a focal environmental theme. Appropriate Story templates were developed to highlight these themes. With necessary reviewing, revision, and editing, the drafts of these Primers were developed. In the next stage, these were subjected to normalisation process to ensure appropriate language, tone, expression and sentence length. Subsequently, these were sent for vetting by the subject experts in the field of Adult and Community Education. The drafts were suitably page designed with appropriate images and visuals. Prototypes of these Illustrated Community Primers were thus kept ready for the field testing, before finalizing.

The Educational material was finalized in the form of **4 Illustrated Prototypes** in 'Print Ready' form, for further printing and wider dissemination. These are:

1. ***Aghanaashini nelada akshathanelegalu*** (Critical habitats and Corridors of the Land of Aghanaashini)-based on the findings from Hegde B L
2. ***Holesaalina Hosahonnu*** (New Cinnamon from the Stream bank)-based on the findings from Narasimha Hegde
3. ***Singarakoppada Singaleekagalu*** (Food Resources of LTMs of Singarakoppa)- based on the findings from Kumara H N
4. ***Manninadiya Muddumani*** (Underground Cute Creatures)- based on the findings from Manju Siliwal

Additionally, **3 Reading material and 2 illustrated Posters** on these themes were also developed.

**Field Testing of Prototype material:** A field testing exercise was conducted with the representatives of different stakeholder groups, to critically examine the form and contents of these Community primers. The prototypes were critically examined and assessed for their user-friendliness especially in respect of the form, content comprehensiveness, language, presentation style, visual appeal, readability and overall usefulness as a source of new environmental information. The participants did the evaluation in working groups and offered their comments. A structured questionnaire was used for the evaluation. Subsequently the drafts of the prototypes were also circulated to the grantees of the parent SG projects so to enable them to suggest modifications and additions if any into the contents of the educational material. Simultaneously the drafts were also circulated among the subject experts at College of Forestry, Sirsi, College of Horticulture, Sirsi, and State Resource Centre Mysore and select other experts.

By adopting a novel approach as detailed above, the current project has brought out an innovative form of Need-based Environmental Literature in Kannada, in the form of Community Primers and Reading Material, and has made the new findings on 4 important environmental themes from the CEPF projects in the Western Ghats accessible to local communities, Forest Departments and other key stakeholders in an attractive form and easy-to-comprehend style. It

has thus contributed significantly to fulfill the Issue (i) of Investment Priority # 2.4 and contributed to the overall implementation of CEPF ecosystem profile.

Since the current project did not support workshops and programs, it was not possible to organize exclusive events either to promote or to introduce this Educational material to different stakeholder groups. However at an informal level, the PI made use of the available occasions and opportunities to meet local communities, frontline staff and senior officers from Karnataka Forest department, Karnataka Biodiversity Board, Western Ghats Task Force, Karnataka Medicinal Plants Authority, and other Institutions to promote these Community Primers. Dissemination of the Community primers to different target audience will be planned through different Learning interventions in the next stage (CEPF # 4).

**Dissemination of Environmental Information in the Community primers:** While the development of need based environmental literature and educational material, is one part of the intervention for building the pro-conservational understanding among the local communities (CEPF call # 3) its meaningful dissemination on a wider scale is another part of the intervention that is expected to contribute its success. This meaningful dissemination has been taken up under CEPF call #4, as a separate intervention titled, "*Sahyadri's Science Reaches the Communities' Study*". This intervention aims at initiating thoughtful Environmental Education with 3 target groups: a) Frontline forestry staff, b) Community groups including Village Forest Committees, Farmers and NTFP harvesters, and c) Students of Higher Primary Schools and Teachers.

The proposed dissemination strategy involves introducing the new environmental information captured in the Community primers, by way of Orientation Workshops, Reading Sessions, Nature Immersion visits to these target groups. This new environmental information will be made relevant to these target groups. These 3 target groups (in the size of 20-25 per group) would be addressed in 2 sequential rounds at 3 different locations across the Western Ghats in Karnataka. The learning among these groups, as triggered by the environmental literature introduced during these interventions would be measured.

**New approach of providing Environmental Information:** Going by the initial feedback by different stakeholder groups followed by our subsequent interactions with subject experts indicate that, the idea of the 'Community Primer' is quite novel and innovative for presenting complex environmental information in a succinct form and easy-to-comprehend style. It also presents in an interesting and attractive manner a priority environmental theme and makes it relevant to the local community. The Community Primers have shown a promising mode of introducing authentic environmental information for its understanding among the local communities.

Making available comprehensive profiles of priority Environmental themes, in an appealing form using simple language for their better understanding among the local communities is not commonly heard of in Kannada. The available environmental information is largely seen in the form of project specific brochures, leaflets and context specific news reports. The current project has developed Community Primers and Educational material in Kannada, which present comprehensive profiles of 4 priority environmental themes, while also highlighting the major findings from the corresponding research projects. The information which would have otherwise

remained in the conventionally designed project reports, which are inaccessible, now becomes easily accessible to the local communities.

It has thus opened up a new way of environmental information dissemination in a local language, and has demonstrated the possibility of communicating critical environmental information which is otherwise unpalatable, in an attractive form and an exciting style.

**Attempts to promote the Educational material:** Attempts to promote and publicize these Community primers as a novel and innovative form of Environmental Literature in Kannada, among different stakeholder groups will be made during CEPF call # 4. Attempts will be made to publish Curtain raiser write-ups in leading newspapers and development oriented magazines in Kannada, to publicize the Community primers amongst wider sections of the society. Additionally, discussions and meetings with Forest department officials, Karnataka Biodiversity Board, Dept. of Rural Development and Panchayat Raj, Block Education Officers and other development oriented govt. departments and agencies will be planned to promote and to explore the possibility of ensuring the dissemination of these community Primers amongst the wider target groups associated with these agencies. Introductory seminars and discussions will be planned with citizen groups and writers guilds too.

**Networking of Writers and Journalists:** During the course of current project implementation, we made concerted efforts to involve different science writers and environmental journalists who are active in Kannada mass media. Select science writers and journalists were involved in different stages of the project implementation especially during the Learning Needs assessment of the target groups, developing story templates for the Primers, Translation of the basic Digests, manuscript normalization, and field testing and evaluation of the prototypes of the Educational material. These writers have been sufficiently sensitized about priority environmental issues and were better informed. Many of them have started focusing on these themes in their regular writing assignments after having associated with the current SG project.

These networks and affiliations will be further strengthened during CEPF call # 4, by way of providing the information captured in the Community Primers. A series of feature articles about the Community primers and their contents will be planned with the help of these writers. The current SG project has thus contributed to fulfill the Issue (ii) of Investment Priority 2.4, which says, *“Develop networks of environmental journalists and use them to disseminate information on biodiversity conservation through the popular media”*.

***Please summarize the overall results/impact of your project against the expected results detailed in the approved proposal.***

The overall results of the current project may be summarized as follows:

a) The **Need assessment exercise** conducted to assess the learning needs of different target groups was able to shed light on the **actual learning needs** as against the perceived and presumed needs. It was also realized during this brainstorming that, the common tendency of many Subject experts who provide only technical details and data in an educational material without verifying whether it is relevant to the intended target group, is the major drawback in making it unpalatable and unattractive. Findings from this exercise were brought out as a short Report on the “Learning and information needs of different stakeholder groups of Uttara

Kannada”. This is one of the major outcomes of the project, a **better picture** of the information needs of different stakeholder groups (Appendix 1).

b) The current project has shown that ‘Community Primer’ is a **novel and innovative form of Environmental Literature** that can present the otherwise complex environmental information, in an interesting manner, for its better understanding among the local communities. The current project has also shown a systematic way of converting the conventional scientific data outputs and findings from research projects into attractive and interesting environmental chronicles and profiles in an appealing form, easy-to-comprehend style and user-friendly language. It is quite a challenging but efficient way of re-rendering the scientific data in a local language without diluting its rigor and significance, which takes it closer and makes it accessible to the target groups, asserts the project.

c) As a result 4 Community primers, each one with a priority theme were developed. These are:

1. ***Aghanaashini nelada akshathanelegalu*** (Critical habitats and Corridors of the Land of Aghanaashini)-based on the findings from B L Hegde
2. ***Holesaalina Hosahonnu*** (New Cinnamon from the Stream bank)-based on the findings from Narasimha Hegde
3. ***Singarakoppada Singaleekagalu*** (Food Resources of LTMs of Singarakoppa)- based on the findings from H N Kumara
4. ***Manninadiya Muddumani*** (Underground Cute Creatures)- based on the findings from Manju Siliwal

These Community Primers, provide a broad overview of the focal theme, as well as bring to light the latest findings on the theme and thus help the readers obtain a comprehensive picture of an environmental issue (Appendix 2 a, b, c & d). Additionally, **3 Reading material and 2 Illustrated Posters** on these themes were also developed (Appendix 2 e, f, g, h & I).

d) Information on the 4 focal environmental themes captured in the Community Primers serves as the basic pointer which points in the direction of the large chunk of datasets on the corresponding theme, which is hitherto unused for the sake of the Local language readers. It thus offers a possibility of its further and wider use for strengthening the environmental understanding amongst different target groups. The PI and select Scientists from College of Forestry, Sirsi and other members of GREEN INDIA and IINDICUS have already started using this material and other datasets as ‘ready-to-use training material’ and lecture notes during the many community outreach and orientation programs.

e) The basic information chunks and data sets on the 4 focal environmental themes extracted from the CEPF project documents were compiled as “Comprehensive synthesis”. Additional relevant references on the focal environmental themes as well as on the methodology and guidelines for Adult Education and Environmental Education were compiled as **Subject Compendia**.

f) The project findings and interim learning from the current project were presented as an **invited paper** during the technical session of the Indian Biodiversity Congress, 2012, held during 9-12 December 2012 at Bangalore (Appendix 3).

g) The final page design dummies of the prototypes of Community Primers were field tested for its user-friendliness and ease of acceptance by the intended learning groups. A **brief report** of the program including the results of field testing was prepared (Appendix 4). The final versions of the Prototypes of the Community Primers will be uploaded on to the Western Ghats Biodiversity Portal Project funded by CEPF.

h) The Final prototypes of the Community primers and Educational Material were presented during the 5-year assessment of CEPF Investment workshop held at Kolhapur during June 2013 (Appendix 5). Since the current project did not provide for printing of multiple numbers of community primers, only digital copies of the material were brought out, while printing in large quantity was not considered. However, the PI held initial discussions, at an informal level though, with the concerned officers of the forest divisions in the Western Ghats of Karnataka who have responded positively for supporting the printing in large quantity- This will be appropriately taken up during CEPF call # 4.

i) The PI made use of the Community Primers as the base material for preparing different **Radio talks in Kannada and English** which were broadcast from All India Radio, Bangalore and Delhi during June 2013 and October 2013 respectively (Appendix 6a and 6b).

j) The PI held discussions with the Block Education Officers (BEO) of Haliyal and Joida taluks in Uttara Kannada district as well as with the Director, State Resource Centre, Mysore and other subject experts in attempt to consolidate the experience from the current project into a **Strategy document for Environmental Education** for different target groups in the Western Ghats. This initiative will be further developed during CEPF call #4.

k) The PI is already an active member of the Network of Science writers & Environmental Journalists in Kannada and through this network, concerted efforts will be made to publish feature write ups, articles and community seminars in Kannada from time to time to different target groups, to showcase the outcomes of CEPF projects. This will also contribute to the sustainability of environmental education initiatives even beyond the context of CEPF's projects.

l) In the course of implementing the current project, an increased level of working understanding of the themes was noticed amongst the field forestry staff and community members in Uttara Kannada-which is a positive outcome of this project. Initial feedback from these groups indicates that the themes in the primers are quite novel and interesting and therefore become relevant to them. Presentation of the information is quite appealing and strengthens their understanding, asserts the feedback. In certain cases the introductory interactions were found quite engaging and fascinating by target groups, which triggered bouts of interests among many, who voluntarily took up different follow up activities on the focal environmental themes highlighted in the Community primers. These follow up activities made them document their field observations which were subsequently shared with the PI in the form of field notes and photographs. The PI requested those enthusiastic members to upload their field observations and photographs on to the Western Ghats portal.

m) It would be interesting to measure the impact of environmental education on one's environmental understanding, which would also help understand the effectiveness of the environmental information and the educational strategy. Accordingly, attempts will be made during CEPF call # 4, by adopting suitable strategy to measure the Environmental learning

subsequent to the dissemination of environmental information. It is planned to do this assessment using ELOS (Environmental Learning Outcome Survey) and other learning indicators such with 3 different target groups at 3 places along the Western Ghats.

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

**Hectares Protected:** Nil

**Species Conserved:** Nil

**Corridors Created:** Nil

Although, the current project did not directly contribute to the protection of forests or conservation of a species, its indirect contribution by way of strengthening and broadening the working understanding of different conservation themes amongst the Frontline forestry staff, Local community members, Village Forest Committees and students in the Uttara Kannada region of the Western Ghats, and enabling them to be pro-environmental is quite immense. Going by the stated feedback by these target groups, the educational material brought out in the current project has a huge potential in that direction.

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

The crucial part of the initiative was to obtain in time, the necessary technical inputs in the form of the project findings (data sets, relevant photographs and print quality visuals) from the CEPF SG project grantees.. Since these inputs were considered as the basis for developing the proposed Community primers and Educational material in the current initiative, cooperation of the parent project grantees was quite vital and essential.

It took quite a bit of time for the parent project grantees to understand and appreciate the significance and scope of the current project (with its proposed community primers and educational material in the local language, focusing on the themes of other SG projects, for the use of different stakeholder groups). Collective dialogues and interactions, amongst the PI and the parent project grantees, which were ably supported by the Project Coordinator at ATREE, helped sensitize the partners. Recognizing the significance and uniqueness of the community friendly educational material as proposed in the current initiative, the parent project grantees in turn were able to share the necessary datasets from their respective project documents with the PI of the current SG project, for further use.

Although the slight difficulty in soliciting inputs from the parent project documents, which was quite inherent, and therefore needed extra time, it was quite heartening to note that, the current initiative at the end, yielded many positive outputs, especially in the form of Community Primers. The Prototypes of the Community Primers with their appealing form and user-friendliness evoked very many appreciations and pleasant feedback by all the target groups and other stakeholders who readily registered the novelty, innovativeness and distinctness in them, which is truly rewarding. The very idea of 'Community Primer' along with its contents, language and presentation of the focal themes was found very interesting and relevant. The Prototypes have already received rave reviews from the subject experts and other representatives too.

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

A slight unforeseen delay in the project implementation was noticed (especially due to delayed flow of the basic information sets from the respective parent project reports; this delay caused further delay in developing the subject overviews & syntheses, which affected the development of the prototypes of Environmental Literature, and subsequent stages of project implementation - peer review, field testing, and finalization of the Prototypes).

<b>Lessons Learned</b>
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***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 success of the current project lies in its methodical approach it adopted, which includes:

- Assessing the actual learning needs of the stakeholder groups to prioritize the needs;
- Developing the corresponding learning messages to fulfill these needs and recognize the same in the findings of the CEPF parent projects;
- Transforming the findings into key learning points so as to cause a change in the knowledge, skill or belief of the intended target groups;
- Distilling the relevant information from project documents and other reference material;
- Synthesizing the “focal subject specific overviews” as the basic subject matter to work with;
- Developing a storyline to accommodate the key conservation message and to highlight the project findings;
- Building an appropriate story template with a local flavor to develop the Community Primer on the focal themes;
- Peer reviewing of the drafts of the educational material, field testing of the prototypes, and finalizing them for printing.

In all these different stages, the project ensured the involvement of different stakeholder groups: Target readers & Learning groups, CEPF parent project grantees, Subject Experts, Science writers, Translators, Adult educators and Environmental Journalists. The involvement and active participation of all these stakeholder groups also contributed to the success of the current project.

While the project design and its methodical implementation strategy contributed to the Project’s Success, there were two other inherent elements which affected its progress: The PI presumed that the findings from CEPF projects would be readily available and there would be no inhibition by any associated individual to collaborate in this initiative. However, during the course of implementation, it was realized that it was not so easy to ensure one’s involvement.

The first difficulty was securing in time the relevant information on the project findings from the parent project grantees. Information flow from the parent project grantees was not forthcoming for different reasons, which consequently affected the pace of the project implementation. May be it would have been ideal if the project design included the relevant environmental issues even from outside the CEPF project context.

The second presumption was that, the available Science writers/environmental journalists in Kannada would readily involve themselves in this unique and novel initiative. However, it was realized that it was not so. We found it difficult to engage the right kind of science writers in Kannada to associate in this venture. It was also found that not enough Science writers in Kannada are familiar with the environmental literature templates as proposed in the current project, while the available few were unwilling to associate with the current initiative- they would rather take up commissioned writing assignments of their subject choice, instead of working on the focal themes as specified in the current project, they asserted; some of them also felt that, the scope for their involvement in the current project was quite insignificant and therefore would not join this initiative. Unavailability of right kind of writers well in time, becomes a critical element in the project design.

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

While many of the sequential stages of the current project implementation (such as soliciting the contents and reference search, developing subject overviews, working on the manuscripts and developing the prototypes of the educational material) would largely constitute indoor desk work unlike other field oriented conservation action projects, the project progress was quite easy to monitor. The indoor tasks coupled with outdoor tasks (such as field interactions with the target groups to understand the ground situation of the focal environmental theme, Need assessment exercise and Field testing of educational material) offered a unique project implementation strategy.

Additionally, the fact that the PI of the current project who has been in constant association with the different target groups (such as frontline forestry staff, local community members, village forest committees and Students) over the last 20 years in the Western Ghats, was advantageous which readily helped him get a thorough and complete understanding of their learning needs and the kind of educational material and strategies to meet these needs. His association with many other initiatives of Environmental Education in the Western Ghats outside the purview of the CEPF projects over the last many years has offered him different insights which have helped him in facilitating the project implementation.

While these were the project elements that contributed to its success, there were some shortcomings too. The limited and partial understanding among other stakeholder groups about the rigor and process of Environmental education as a strategy that contributes to biodiversity conservation on a larger scale, was one such shortcoming.

Another presumption was with the role of the parent project grantees in the current initiative. Since two of the parent grantees were familiar to the PI even before the current project took shape, and on one earlier occasion, the PI had helped them by way of developing similar

educational material, and having driven by this familiarity the PI did not attempt to make explicit articulation of the responsibilities of the members involved. If there was a clear articulation of the responsibilities, it would have facilitated the process and made the things easier.

The obligatory emphasis on the documents related to the completed CEPF projects as the sole source of environmental information for developing the need based educational material in the current initiative appears to have affected the process; it was realized during the course of implementation that, such an over emphasis actually curtailed the freedom of the PI to use identical information from other available sources. Wherever such additional data mining was done to strengthen the educational material in the current initiative, it was not well received by the parent grantees. The obligatory emphasis on the 4 projects appears as a shortcoming.

Another element that needs to be aware of is inherent. The fact that Science Writing and Environmental Communication are a part of Creative Environmental writing and hence the writer-communicator requires his own time and pace to ensure quality in the completed task, needs to be recognized. However, sufficient time was not available with all the different stages of Literature development and therefore we had to rush. Lack of proper understanding of the nuances of Environmental Education, might lead to wrong assumptions and notions about the very significance of the initiative itself.

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

It was realized that, since the skills related to Environmental writing and communication are an added trait of an individual, a Conservation Science expert with his subject expertise alone, cannot serve in the additional role of an Environmental Communicator, unless he is inclined to engage in communication activity, which requires necessary levels of interest and preparation. It was also realized that the complexities inherent to Environmental education would not be easily appreciated by others, who may tend to equate it with the distribution of brochures and leaflets and such ad-hoc attempts of project outreach.

**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.***

<b>Donor</b>	<b>Type of Funding*</b>	<b>Amount</b>	<b>Notes</b>
IINDICUS	B	Rs. 50,000/-	Office space and infra-structure, computer facilities & Staff time
State Resource Centre, Mysore	B	Rs. 25,000/-	Insightful advice and expert opinions related to Adult education & Community education provided to the PI
Science Writers/ subject experts	B	Rs. 25,000/-	Nuances of Environmental writing were shared with the PI

***\*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** *Grantee and Partner leveraging (Other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF 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.***

Lack of sufficient number of seasoned Science writers, Science Language experts and Environmental journalists in Kannada who are capable of replicating, continuing or broadening the current initiatives was felt during different stages of the project implementation. Scientist turned Environmental communicators were not visible in the required numbers. Science Language experts, Designers and Illustrators who can work on the Environmental education material who can emulate the underlying message weren't there either. This is another weak point in the sector.

As the whole initiative amounts to creative writing, necessary time and money as well as compatibility of the time with the designers and writers was quite critical. Since the illustrated primers were to be subjected to different levels of evaluation and correction, it was necessary to circulate the drafts in their final form among the Peer groups. Every attempt to take a digital print out of the prototype was quite costly.

Despite the elements of several difficulties and distress, the PI feels that it was quite a rewarding and satisfying experience, going by the feedback about the Prototypes of the Community Primers. These feedbacks also indicate that the different elements of novelty and innovativeness captured and showcased in the Community primers are sufficient to ensure its sustainability. They can definitely influence the potential donors to support its continuation, the feedback asserts.

The Prototypes of the Community Primers were presented to the Senior Forest Officers of Canara Circle, Uttara Kannada, who were very appreciative of the material. They were impressed upon by the usefulness of these Primers as "Readily usable subject overviews" in Kannada for the sake of the Field forestry staff. The Officers have agreed in principle to provide financial support to get these printed in large number during the coming years.

Likewise, the Chairman and members of the Western Ghats Task Force were consulted towards the later part of the current project period, to brief them about the salient features of the Community Primers. The Chairman and the members were appreciative of the material and have assured the PI of additional support to ensure wider reach of the material.

CEPF was kind enough to approve the continuation of the current initiative into its second phase focusing on the dissemination of the key environmental messages captured in the Community primers through innovative Environmental educational interventions. Thus, under CEPF call #4, a project titled, "*Sahyadri's Science Reaches the Communities' Study*" has been granted to the PI

to focus on Innovative Educational interventions for select Learning groups including the local communities, Frontline forestry staff and School Children in select localities across the Western Ghats of Karnataka.

The PI will explore the possibilities of garnering additional funding support especially from the divisional offices of the forest department, Karnataka Biodiversity Board, and the Dept. of Rural Development and Panchayth Raj, Govt. of Karnataka. Going by the feedback, informal though, from these corners, he is optimistic of obtaining necessary funds for its continuation on a wider scale and rigor.

***Summarize any unplanned sustainability or replicability achieved.***

The Prototypes of the Community Primers, with their elements of novelty and innovativeness in respect of the form, contents, presentation and language, were able to attract the attention of other Project Investigators working in the region with identical objectives. Having registered the quality of these outputs, scientists from Indian Institute of Horticulture, Bangalore, approached the PI to develop a Community Primer of similar kind to highlight the key conservation messages from a project on Conservation of Wild Fruits being implemented by them. This is an unanticipated positive element towards the Project's sustainability.

The prototypes of the Community Primers have motivated other Science writers and Environmental communicators in Kannada to conceive innovative outreach programs. *Janapada*, the Developmental Kannada monthly of the Department of Information, Govt. of Karnataka, Bangalore, which reaches all the Village Panchayats in the state has come forward to make a feature series highlighting the focal environmental messages from the Primers. Likewise, All India Radio, Bangalore has come forward to develop special Radio programs on the focal themes of the Primers. These two initiatives are also the unanticipated elements for the continuation/replicability of the current project initiative.

## **Safeguard Policy Assessment**

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

***Type here:*** Not applicable

**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 1<sup>st</sup> November 2011 to 31<sup>st</sup> March 2013. (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.**



## Additional Comments/Recommendations

Need based Environmental Educational initiatives that can capture new set of environmental information, from the findings of environmental research projects is a wonderful idea, hitherto not heard. It offers a unique template to bring together, an environmental scientist and an Environmental writer to work together and bring out an excellent piece of Environmental learning tool. This uniqueness in turn expects continuity and sustained attempts in order to enable the educational material to cause a change in the environmental knowledge, skill and belief among a learning group. It is therefore necessary to visualize the task as a continuous process in sequential stages, one leading to the next.

## 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.

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### **Appendices cited in the report above are as below: (these have been included as separate documents)**

Appendix 1: Report of the Brainstorming meeting Need Assessment exercise.

Appendix 2 a, b, c, & d: Educational material developed-4 Community primers

Appendix 2 e, f, & g: Educational material developed-3 Reading material

Appendix 2 h, & i: Educational material developed-2 Illustrated Posters

Appendix 3: Paper presented at Indian Biodiversity Congress, December 2012, Bangalore

Appendix 4: Report of the Field Testing exercise to evaluate the Educational Material

Appendix 5: PPT presented at 5-year CEPF investment Workshop, June 2013, Kolhapur

Appendix 6 a: Transcript of Radio talks- Kannada, All India Radio, Bangalore.

Appendix 6 b: Transcript of Radio Talks-English, All India Radio, Bangalore-Delhi