

NEW ENGLAND BIOLABS FOUNDATION
END OF PROJECT REPORT

Name of organization: Centre For Nursery Development and Eru Propagation (CENDEP)

Grant amount: \$US 9500 **Date of Award:** November 19, 2007

Date of Report: November 30, 2008

Original goal of your project as stated in your proposal.

The goal of this project was to scale up the practice of organic agriculture in more communities in the Mount Cameroon Region, Cameroon.

The specific objectives were to:

- i. Sensitize at least 600 people including primary school children on the cultivation of Eru.
- ii. Introduce high value Non Timber Forest Products (NTFPs) into the farming system in the Muyuka and Mbonge Subdivisions, Cameroon;
- iii. Train additional 25 farmers and 100 school children on the multiplication technique of Eru and on tree nursery establishment and management, farm establishment and tree planting;
- iv. Promote conservation education through the establishment of Forest Farm Gardens and Environmental Education Clubs in 3 primary schools in the Muyuka area
- v. Gather, document and disseminate local and scientific information on promising tree species for inclusion into the farming system by farmers

Name and Title of person submitting this evaluation.

Wirsiy Eric Fondzenyuy, Monitoring and Evaluation Officer

Did your organization conduct an evaluation on site? No **Date: -**

Did you receive a written report? -

Date: -

Describe the components of the project that were successful or positive:

Sensitization:

During this phase of the project we did not limit sensitization to meetings alone. We entered into an agreement with EKAS (Emerge and Keep Arts in Society) to assist us in the production and distribution of sensitization material. CENDEP produced text that was translated into cartoons and published in the Humorist Magazine. A staff of EKAS assisted in the distribution and explanation of this material and also in a training workshop that resulted from the sensitization. During this process we were able to share experiences with EKAS. This method allowed us to reach many more people than we had targeted. As a result, five of the six sensitized communities and all the three targeted schools were involved in project activities.

It was not only the local people that were sensitized. Other Projects were sensitized and provided their support to the initiative. For example, towards the end of the project (November 2008) the Rumpi Project in collaboration with CENDEP organized training for additional 15 group leaders in the area on eru cultivation. This training resulted in the creation of a demonstration unit for the extension of eru cultivation and organic agriculture promotion in the area.

The CENDEP/Rumpi Project collaboration (an outcome of sensitization) fits well into the CENDEP "Graduation or Exit Strategy". This strategy is the process of CENDEP working together with key stakeholders to examine mechanisms of transferring CENDEP's responsibilities to other organizations or institutions. This strategy should ensure that the pulling out of CENDEP does not negatively affect the work so far accomplished.

Creation of Environmental Education Clubs:

Three environmental education clubs were created in Government School Mpondo Balong, Government Technical High School Muyuka and Government Secondary School Malende. Through these clubs school children acquired practical training on composting, seedbed preparation, filling of polythene bags, sowing, weeding, transplanting of seedlings into the field, watering of seedlings etc These activities were carried out in the school tree nurseries and Forest Farm Garden (demonstration plots). The pupils/students were able to raise and transplant seedlings of 9 different

tree species into their Forest Farm Gardens. The names and uses of these species were presented in a handout that was distributed to the students for reference.

Technical support visits

There was regular communication between the project beneficiaries, the field staff and the head office due to the acquisition of a means of transport (project motorcycle). The field staff was able to respond quickly to the needs of the farmers (problems in the management of propagators for eru seedling multiplication) because he had an independent means of movement. He also could work in one or two schools on the same day. This reduced the number of problems resulting from the non mastery of techniques taught and as such many more eru seedlings were raised as compared to the previous year.

Exchange Visits

During the exchange visit many farmers who did not yet believe eru could be cultivated out of its natural habitat were overwhelmed when they saw the new agricultural crop growing in a man made forest in the backyard. Some of the farmers could not wait to raise their own seedlings and bought some for planting on their farms. We were able to involve local Ministry of Agriculture staff in the visit and this was equally a good learning visit for them.

Describe the difficulties you encountered, and how you solved them (or did not).

Prior to the sensitization conducted with EKAS preliminary sensitization through meetings was organized with key groups in target communities. In the Mile 40 village there was a prominent group with big influence on the other community members. During the preliminary sensitization, this group accepted to champion eru domestication in the community and to integrate other members of the community in the eru cultivation project. They were later drawn into a more attractive project, cassava cultivation, which had quick results and got disinterested in eru cultivation. Rather than waste valuable time in this village it was agreed that this village be left out in favor of the more receptive communities.

The traditional ruler of Ekona village, one of the project villages, questioned the mandate of CENDEP to operate in his community and instead of rallying his people for the project he discouraged them. To resolve this problem the Director of CENDEP visited the community to clarify issues, explaining that CENDEP had come to empower the community on the cultivation of forest vegetable with high economic

potential. Following this visit the traditional ruler gave the green light for project activities allowing his subjects to participate freely.

One school nursery was destroyed by stray animals (goats). This led to the construction of fences in all the school nurseries as CENDEP had no resources to compel the owners of stray animals to immediately confine their animals. This led to a delay in the production of tree seedlings as some species that were out of seed could no longer be acquired. To ensure regular seed supply CENDEP entered into partnership with the New Forests Project based in Washington DC. This partnership allowed CENDEP to act as seed distributor for World Seed Program in Cameroon. Through our partnership with the Netherlands Committee of the International Union for the Conservation of Nature we were also able to build a seed store and have facilities for propagation trials and testing of seeds before eventual distribution to farmers. This means that we can now be sure of a regular supply of tree seeds for our reforestation/afforestation activities

It also took time to get work masters in the various schools to participate fully in project activities.

It was not possible to organize the open field day for the display of the arts & craft works and song competitions on forest products/environment because given the time allocated for us to work with the students, the only outdoor activity we could focus on and get an impact was nursery work and the creation of forest farm gardens. Because of this we were unable to make use of \$US760 and propose to use this amount for an excursion to a forest site to let the students visualize what they are creating in their school Forest Farm Gardens.

The project staff left midway but was replaced by another who needed time to adapt to the new working environment.

If you were to do this project again, would you do it differently? If so, how?

In our just implemented project proposal we said "Pupils shall be encouraged to enquire and write short stories about important plant species in their environment as well as do paintings of same and make craft like ropes out of NTFPs. All of these shall be exhibited during school competitions and price awards ceremonies". This was meant for the students to have minds-on and hands-on. Unfortunately this component was not implemented because of the reason given above. The publication

of Global Village Cameroon that resulted from the implementation of their project with NEBF support was an example of hands-on minds-on approach which we cherish very much and would like to replicate. Our approach was limited to hands-on i.e. practical training on how to raise tree and non timber forest product seedlings and create a forest with them. So if we asked to repeat this project we would like to make use of this dual approach "hands-on minds-on". This will not only result in the provision of resource material for future use but practical actions to mitigate problems we are solving. Notwithstanding, we still believe in our demonstration farms and hands-on training but are now convinced that in order to do adequate Environmental Education (EE) as prescribed by EE specialists we should be able to make the minds more active and also publish the works of students/pupils to serve as resource material and inspiration to other students. For this reason there is reason for us to prolong our presence in the schools.

As concerns the adults i.e. the farmers we think they have successfully completed our eru training model. It is our policy not to allow our target groups to become dependent on outside aid, reason why we always have an exit strategy in view.

At the moment we are exploring ways of replicating the approach of Global Village Cameroon in one of our project areas where we are carrying out reforestation and afforestation activities and sensitizing the local communities on the need to conserve the remnant montane forests of the region so that they can continue to benefit from the products of forests such as water for ever. Once the ground work is done we shall submit a proposal.

Give a detailed budget of the use of the grant money. (Verification may be requested.)

Cost item	Description	December	January	February	March	April	May	June	Total (local currency)	Totals \$US
Human resources										
Payment of field worker's salary from December2007-November 2008									701,000	1,623
Establishment of NTFP seed multiplication farms										
	21 sheets of Zinc		115,500	115,500					231,000	535
	01 packet of Zinc nails		4,000	4,000					8,000	19
	25 Scandles		62,500	62,500					125,000	289
	01 Kg Nail 90		2,700	2,700					5,400	13
	01 Kg Nail 70		2,700	2,700					5,400	13
	04 Pinning poles		12,000	12,000					24,000	56
	Labor (carpenter)		16,000	16,000					32,000	74
	15 Polythene sheets		45,000	45,000					90,000	208
	02 packets of Thumb tacks		2,000	2,000					4,000	9
	01 kg Nails		3,000	3,000					6,000	14
	04 Wheel barrows of Sand		12,000	12,000					24,000	56
	02 Selotape		2,000	2,000					4,000	9
	02 bags of Saw dust (bags)		4,000	4,000					8,000	19
Motor bike (purchase and registration)										
	Taxi fare to bank and market	1,500							1,500	3
	Purchase of Motor cycle accessories	22,000							22,000	51
	Payment for Insurance(one year)	18,000							18,000	42
	Purchase of Carte grise	20,000							20,000	46
	Purchase of Salini motor cycle	490,000							490,000	1,134

Cost item	Description	December	January	February	March	April	May	June	Total (local currency)	Totals \$US
Fuel and bike maintenance allowance for 12 months										
	Monthly bike allowances								294,200	681
Village sensitization meetings										
	Purchase of fuel/bike repairs	13,000							13,000	30
	Telephone/internet	1,000	2,800						3,800	9
	Entertainment for participants	2,000	7,200						9,200	21
	Taxi fare to Buea(meeting With EkAS)	3,400	-						3,400	8
	Police control	4,000	-						4,000	9
	Telephone/internet	4,000	-						4,000	9
	Field allowance (support staff)	12,000	36,000						48,000	111
	Accommodation for support staff	30,000	24,000						54,000	125
	Payment of subcontractor (EKAS)				190,000				190,000	440
	purchase of fuel				5,000				5,000	12
	Payment for repair of motor cycle				3,000				3,000	7
	Payment for internet connection				1,000				1,000	2
	Long day allowance				3,000				3,000	7
Training workshop for additional 25 farmers										
	Didactic materials (for 25 trainees)			12,500					12,500	29
	2 resource persons for 4 days			320,000					320,000	741
	Feeding of trainees for 4 days			25,000					25,000	58
	Fuel and vehicle hire for 3 days			120,000					120,000	278

Cost item	Description	December	January	February	March	April	May	June	Total (local currency)	Totals \$US
Indigenous tree seed collection/acquisition										
	Seed acquisition								173,000	400
Exchange visit										
	Vehicle hire							102,000	102,000	236
	Feeding of participants							50,000	50,000	116
	Allowances NGO/MINADER representatives							120,000	120,000	278
	Batteries							2,000	2,000	5
Farm materials										
	Polybags	35,000							35,000	81
	Spades (for 3 schools)	40,000							40,000	93
	Hoes (for 3 schools)	24,000							24,000	56
	Cutlasses (for 3 schools)	110,000							110,000	255
	Wheelbarrows (for 3 schools)	52,000							52,000	120
	Rain boots (for project staff)	8,500							8,500	20
	Rain coats (for project staff)	5,700							3,000	7
	Seed germination trays	35,000							35,000	81
	Assorted vegetable seeds (for 3 schools)	75,000							75,000	174
	Totals								3,761,900	8,708
	Unspent funds								342,100	792
	Total grant								4,104,000	9,500

NB: Exchange rate here is taken at 1US\$=FCFA432

What are your plans concerning the project for the next two years?

We worked with two categories of beneficiaries, the student and farmers. We have different plans for each category of beneficiaries as outlined below.

I. Students: (for the next six months)

1. Give additional practical training to the created EE clubs for a period of six months. This will be through:
 - a. increasing the number of trees in forest farm gardens from the present 9 species to at least 20 different species
 - b. Gathering, documenting and disseminating local and scientific information on these species to the students
 - c. Teaching the students other ways of soil improvement such as using nitrogen fixing plants which we are acquiring through our partnership with the New Forests Project, www.newforestsproject.org.
 - d. Teaching the students different ways of treating seeds prior to germination and providing them with reference literature and
 - e. Production of a publication with the students/pupils on their works

II. Farmers: (2009-2011),

1. Identify farmers ready to multiply and distribute seedlings to farmers who do not have the capacity to do so
2. Identify organizations/institutions capable and having mandate to take over CENDEP's responsibilities.
3. Link farmers to local institutions capable of providing financial support to embark on eru seedling multiplication.
4. Conduct in-house reflection meetings and workshops to:
 - a. examine CENDEP's transferable responsibilities and options to adopt,
 - b. review the pros, cons and further support required for the various options,
 - c. select and agree on preferred option(s) and
 - d. elaborate a strategy to implement the preferred option
5. Develop an action plan to implement the option
6. Implementation of the elaborated strategy and
7. Evaluation

What are your plans for future financial support?

CENDEP will seek financial support from other sources to elaborate and implement an exit strategy for all her trained farmers. This will include farmers trained with NEBF, IUCN and ICCO support

The most urgent support now is to enable CENDEP **“to provide additional technical training to the established Environmental Education Clubs** (as outlined under “students” (I) above). This will culminate in an excursion to a forest site to enable students to see the end products of what they are creating as Forest Farm Gardens. The additional financial support is itemized below.

Table 1: Financial need to complete the hands-on minds-on EE approach

Item	Amount(FCFA)	Frequency	Total (FCFA)	Amount \$US
Salary for field staff	75,000	6	450,000	1,000
Fuel and bike maintenance allowance	40,000	6	240,000	533
Excursion to natural forest site	48,400	1	348,400	774
Production of publication on works of students/pupils	700,000	1	700,000	1556
Total			1,738,400	3,863
Unspent funds from last grant			342,100	760
Amount of additional financial support requested				3,103

NB: Exchange rate taken at 1\$US=450FCFA

Do you have any comments, suggestions or criticisms about working with the foundation staff?

Foundation staff reply promptly to emails. This enables partners like CENDEP to make strategic decisions quickly and this fosters the smooth implementation of project activities.

Please provide us with any published materials concerning the project.