



## Darwin Initiative Annual Report



Department  
for Environment  
Food & Rural Affairs

**Important note:** To be completed with reference to the Reporting Guidance Notes for Project Leaders:

*it is expected that this report will be about 10 pages in length, excluding annexes*

**Submission Deadline: 30 April**

### Darwin Project Information

Project Reference	20-005
Project Title	Creating Community Forests to Enhance Biodiversity and Provide Educational Activities
Host Country/ies	St Helena
Contract Holder Institution	St Helena National Trust (SHNT)
Partner institutions	Environmental Management Division (EMD); Education Directorate; Enterprise St Helena (ESH); Tourism Directorate; New Horizons; Civil Society Support; Royal Botanic Gardens, Kew (RBGK); Royal Society for the Protection of Birds (RSPB)
Darwin Grant Value	£293,850
Start/end dates of project	1 <sup>st</sup> October 2013 to 31 <sup>st</sup> October 2016
Reporting period (eg Apr 2013 – Mar 2014) and number (eg Annual Report 1, 2, 3)	Oct 2013 – Mar 2014 Annual Report 1
Project Leader name	Dr Chris Hillman, (from May 2014, Jeremy Harris,)
Project website	<a href="http://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/">http://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/</a>
Report author(s) and date	Katrine Herian (SHNT), Dr Chris Hillman (SHNT), Vivienne Ward (Education), Dr David Higgins (EMD) , May 2014

### 1. Project Rationale

St Helena has suffered from centuries of exploitation and changes in land-use which have resulted in the island's native ecosystems becoming severely degraded. A large proportion of the island's flora and fauna is on the brink of extinction, surviving in isolated remnant habitats which are facing significant ongoing threats, particularly from rapid encroachment by invasive species and increasing erosion.

A new challenge will be increased tourism generated by the construction of an airport which is due to open in 2016, with the island's main tourist attraction being its stunning landscapes, flora and fauna. The project aims to establish 'Community Forests' in high priority biodiversity areas, as identified through the development of 23 National Conservation Areas offering protection to St Helena's natural and historic heritage. The community forests will offer opportunities for tourists and local people to learn about and respect the island's unique global heritage through improved ecological restoration, hands-on practical interaction, education and social enterprise, benefitting the livelihoods of local people.

The problems were informed by project 18-020 'Increasing local capacity to conserve St Helena's threatened native biodiversity' and practical on-island experiences of the last decade, which have demonstrated that habitat-focused restoration rather than species-led conservation is the key to successfully preserving the unique biodiversity of St Helena. The three project sites were established through project 18-020 and require increased community involvement in order for them to flourish.

The project location is on the isolated island of St Helena in the South Atlantic Ocean. The three community forest sites are spread across the island: the Millennium Forest in the drylands of the north-east, High Peak at over 650m in the cloud forest along the Central Ridge of the island and Blue Point in the drylands of the south-west. The offices of the St Helena National Trust which manages the project, are located in Jamestown at sea-level on the north of the island, 9 miles from the Millennium Forest via steep narrow passes and winding roads.

## **2. Project Partnerships**

The St Helena National Trust (SHNT) is the Lead partner on the Community Forests Project (CFP) and is responsible for the project management, financial management, coordination of partner input, awareness raising and outreach, and monitoring and evaluation.

There are six host country partners: the Environmental Management Division (EMD) and the Education Directorate from within St Helena Government; St Helena Tourism; Enterprise St Helena (ESH); Civil Society Support; and New Horizons (youth club). The project has two international partners in the UK, RBG Kew and the RSPB.

The partnership between the SHNT CFP staff and host country partners is based on sharing expertise and skills in order to make best possible use of project resources and to successfully deliver project outputs. This relationship has been developed over the past six months as trust has been built up between project staff and individual partners. All host partners have been closely consulted on specific outputs and with the decision making on relevant issues (see quarterly project progress CFP Steering Group Reports Oct-Dec 2013 and Jan-Mar 2014).

The project has been collaborating very closely with staff from EMD on the practical ecological restoration work at the three community forest sites (Output 4, Indicator 2) through the development of a realistic, practical work plan based on the knowledge and experience built up on island over a number of years (see Practical Habitat Restoration Work Plan 2013-2016).

This partnership has entailed the sharing of best practice methods for the control of invasive weed species eg. fuchsia at High Peak and sharing EMD's nursery space for the growing of cloud forest species. The location of the EMD nursery at Scotland provides more optimal environmental conditions than the Nursery in the drylands at the Millennium Forest for the production of these endemic species.

The project is collaborating with EMD on the development of the MRes carbon sequestration project which will provide the scientific data to inform the feasibility of a carbon offsetting scheme (Output 1, Indicator 1), (see Section 3.1 Output 1 below).

The partnership with the Education Directorate has been vital for evaluating the best options for developing a Forest School (FS) programme appropriate for St Helena, and for deciding on the best option for the FS Leader training and how this training might be used and integrated into the island curriculum.

The Education Directorate have, following interviews held along with NT staff, identified a teacher who will undergo FS training along with the FS project officer, following which she will work with the FS project officer to develop good practice, raise the profile of FS on island and develop curriculum links.

The FS project officer has, since her appointment, been proactive in establishing good links with schools, delivering teaching sessions linked to current programmes of study and implementing a 'Seed to Tree' endemic planting programme.

This partnership with Education through the Adult and Vocational Education Service (AVES) has been invaluable for reviewing the way forward with the Environmental Conservation NVQ

programme for St Helena (see CFP Steering Group Reports Oct-Dec 2013, 5.1, 6.1 & 6.3 and Jan-Mar 2014, 3.1, 3.2 & 4.4).

Project staff have consulted New Horizons leaders and youth at every stage of the refurbishment of the old Blue Hill School which will be used as the field centre base for the Forest School programme (Output 2, Indicator 2). New Horizons were already using the building and project staff have managed the changes in an inclusive and sensitive manner in order to support and encourage the full involvement of New Horizons youth club in future FS activities.

Collaboration with partners in the UK has been ongoing: arrangements have been made for RBG Kew to host the CFP Forest Schools Officer and St Pauls Primary Teacher for 3 days when they visit the UK for FS training in June. Martina Peters and Sheena Isaacs will meet staff from the UKOTs programme, some of the nursery staff who are growing St Helena endemic plants ex-situ, and the education and outreach team to look at how Kew engages children, young people and adults with plants and their conservation. The RSPB will be hosting Martina and Sheena for a two-day visit to the Lodge and a nature reserve to look at their education and outreach programmes (see CFP Steering Group Report Jan-Mar 2014, 3.4).

NB: The Community Forests Project Leader at the time the proposal was submitted was the previous SHNT Director, Adam Wolfe. Between October 2013 and March 2014 the Project Leader has been SHNT Director, Dr Chris Hillman. This position will be taken over by Jeremy Harris from the middle of May 2014.

The Main Project Partner Principal at EMD has changed. This is now Dr David Higgins, Terrestrial Conservation Advisor, within the St Helena Government Environment and Natural Resources Directorate (see Dr David Higgins CV). The above changes in project leader and main partner principal were requested by Darwin to be detailed in this annual report, rather than making a formal change request.

### 3. Project Progress

Overall the project has got off to a sound start during the first six months (October 2013-March 2014), even though the core project team of four (Project Manager, Project Coordinator, Forest Schools Officer and Nursery Officer) were only all on island working together since the end of November.

During the first reporting period the Nursery Officer had to take some time out due to illness and one of the SHNT Workers who was due to support the CFP with 50% of his time, has been off on sick leave for the whole duration. Although not in this reporting period, the project manager had to go off island suddenly at the beginning of April due to a family bereavement, which has delayed and impacted on the production of this report. The project manager will be back on island in July 2014.

#### 3.1 Progress in carrying out project activities

##### Output 1

Activity 1.1: The Masters carbon sequestration project was advertised and a student successfully recruited from on island. Shayla Ellick, a St Helenian currently working within St Helena Government Environmental Management Division, has registered at the University of York at the start of an MRes to investigate the carbon storage potential of selected St Helena endemic tree species.

The project will assess the above and below ground carbon sequestration of Gumwood (*Commidendrum robustum*), Scrubwood (*C. rugosum*), She Cabbage (*Lachanodes arborea*), He Cabbage (*Pladaroxylon leucadendron*), Black Cabbage (*Melanodendron integrifolium*), and Dwarf Ebony (*Trochetiopsis ebenus*) (see CFP Steering Group Report Oct-Dec 2013, 4.1). This will provide a scientific basis to register a carbon off-setting scheme, it will offer visitors information on the carbon sequestration potential of schemes on St Helena and will allow calculations of current and future carbon capacity of restoration sites on the island.

The MRes will be supervised by Dr Rob Marchant from the university and by Dr Alan Gray (Centre for Ecology and Hydrology). The six endemic tree species which represent different ecotypes on the island, have been selected for study and the project methodology is being developed with the host university in the UK. Fieldwork will be during July 2014 and continue through August, with a second period during 2015 (see CFP Steering Group Report Jan-Mar 2014, 2.3).

Activity 1.3: A carbon sequestration project has not yet been registered. At a meeting on 21<sup>st</sup> March with Tourism Director Cathy Alberts, Cathy clarified that despite indications to the contrary from her predecessor (documented in a letter of support for the project proposal), a 'tourism passport' and carbon offsetting scheme for St Helena would not be in place in the immediate future (see CFP Steering Group Report Jan-Mar 2014, 2.4). However further discussions between Tourism and potential airline providers about some form of tax on tickets that would contribute to conservation work, were ongoing at the end of the reporting period.

## Output 2

Activity 2.2: We explored different options to decide where and by whom the Open College Network (OCN) Forest School Leader Level 3 training would be provided (Output 2, Indicator 1). Quotes for sending a trainer to St Helena and for providing the training in the UK were sourced from different training providers including the Sussex Wildlife Trust.

It was decided with partners that the best option would be to send the CFP Forest Schools Officer and one teacher from Education to the UK: they would significantly benefit from training alongside UK peers, they would have the opportunity of visiting different Forest Schools and would benefit from meeting other environmental educators at RBG Kew and the RSPB (see CFP Steering Group Report Jan-Mar 2014, 3.1). This was approved by Darwin through a Change Request, '20-005 change request No. 1, January 2014'.

'Circle of Life Rediscovery' in East Sussex was selected as the training provider based on best value and because they could provide an exciting, 'bespoke' programme within the timeframe. This training will take place in June/July 2014 and will be open to other educationalists to maximize exposure for the two St Helenians to UK peers, and it will include a number of days volunteering with different FS programmes in the vicinity.

The FS programme for St Helena will commence in collaboration with the Education Department when the FSO returns to St Helena in July 2014 (Output 2, Indicator 2). The role of the primary school teacher also undergoing training in the UK will be to support the FSO in ensuring that programmes and activities offered are age appropriate, to link activities to the curriculum where possible, to deliver staff training along with the FSO and to model best practice in Forest School activities, sharing ideas and expertise across the four island schools.

The FSO has designed a leaflet for parents, schools and the local community about the forthcoming Forest School programme for St Helena (see Forest Schools leaflet).

## Output 3

Activity 3.2: The recruitment of apprentices for the NVQ Diploma in work-based Environmental Conservation has been hugely challenging despite a targeted recruitment campaign. This encompassed CFP staff joining the Prince Andrew Secondary School Year 11 Post-school Fair on 4<sup>th</sup> February promoting the NVQ through displays and talking with prospective candidates and their parents; giving presentations about the NVQ programme to Prince Andrew School Sixth Form on 6<sup>th</sup> February, Year 11 students on 28<sup>th</sup> February, and to New Horizons Youth Club on 28<sup>th</sup> March (see CFP Steering Group Report Jan-Mar 2014, 4.2); and publicising the NVQ through two newspaper articles in both island newspapers in February 2014 ('The Sentinel' and 'The St Helena Independent', 13/14<sup>th</sup> February; 'News from the Community Forests Project' in 'The Sentinel' and 'The St Helena Independent' 27/28<sup>th</sup> February).

The NVQ programme was also promoted on the South Atlantic Media Services (SAMS) 'Juicy Mango' radio show which went out on 3<sup>rd</sup> March and was repeated later in the week. CFP and EMD staff and SNCG (St Helena Nature Conservation Group) members also promoted the NVQ programme by word of mouth to any potential candidates. Despite these concerted efforts just two potential candidates joined the CFP staff for 'taster days' and only one application has been received by the end of March 2014 (see CFP Steering Group Report Jan-Mar 2014, 4.1).

The success of the campaign has been negatively impacted by i) the availability of higher paid work for young people with the construction company Basil Read who are building the airport for St Helena due to open in 2016; and ii) the timing of the recruitment campaign – Prince Andrew Secondary School (PAS) students will not be leaving school until June/July. There are two PAS students who are very interested in joining the NVQ but not until they have completed their 'A' levels in 2015.

After discussion with partners about the target number of apprentices to be trained (see CFP Steering Group Report Jan-Mar 2014, 4.3 and 4.4) it was decided that a Change Request re: Indicator 1 for this output would be submitted to Darwin. ESH has agreed to fund up to 3 apprentices for the next financial year 2013-14. This will provide a weekly allowance for apprentices and their travel to and from place of work.

#### Output 4

A Practical Habitat Restoration Work Plan for the three Community Forests was drafted after consultation with stakeholders at an informal restoration working group meeting in December 2013 and feedback incorporated into the plan which will be reviewed each year (see Practical Habitat Restoration Work Plan and CFP Steering Group Report Oct-Dec 2013, 7.1).

Appropriate dryland species have been identified for the community forests at Millennium Forest and Blue Point and are being grown at the Millennium Forest Nursery: Gumwood *Commidendrum robustum*, Scrubwood *C. rugosum*, Dwarf Ebony *Trochetiopsis ebenus*, St Helena Rosemary *Phyllica polifolia*, Tea Plant *Frankenia portulacifolia*, St Helena Boxwood *Mellissia begoniifolia*, Small Bellflower *Wahlenbergia angustifolia*, St Helena Plantain *Plantago robusta*, St Helena Goosefoot *Chenopodium helenense*, Salad Plant *Hypertelis acida*, Hair Grass *Eragrostis saxatilis*, Cliff Hair Grass *E. episcopulus*, Tufted Sedge *Bulbostylis lichtensteiniana*, and Neglected Sedge *B. neglecta*.

Bench space at the EMD Nursery at Scotland has been made available for the propagation and production of cloud forest species by EMD and CFP staff; for some species EMD have also contributed propagation materials: She Cabbage *Lachanodes arborea*, Dwarf Jellico *Sium burchellii*, Whitewood *Petrobium arboretum*, St Helena Redwood *Trochetiopsis erythroxylon*, Black Cabbage *Melanodendron integrifolium*, Dogwood *Nesohedyotis arborea*, Lobelia *Trimeris scaevolifolia*, Diana's Peak Grass *Carex diana* and fern species (see CFP Steering Group Report Jan-Mar 2014, 5.5 and 5.10).

Between October 2013 and March 2014, 2793 endemic plants were planted at the three Community Forest sites (892 at the Millennium Forest, 1224 at High Peak, 677 at Blue Point). An additional 105 were planted at Prince Andrew School endemic garden, 175 at St Pauls Primary School and 50 in the endemic garden at Napoleon's house at Longwood. Control of key alien invasive species including fuchsia, wild ginger, begonia, aloe, has taken place at the CF sites and in collaboration with EMD staff on the extensive stands of fuchsia at High Peak (see photo No. 1 'Cleared invasive wild ginger and planting endemics at High Peak')

A project Steering Group with seven members has been set up with representation from the Education Directorate (Vivienne Ward - Early Years Education Advisor), EMD (Dr David Higgins - Terrestrial Conservation Advisor and Shayla Ellick - Species Conservation & Environmental Research Officer/MRes student), Civil Society Support (Liz Johnson), Rebecca Cairns-Wicks and SHNT (Dr Chris Hillman - Director and Katrine Herian - CFP Project Manager). It was agreed that the group should meet on a quarterly basis, with the first meeting held on 6<sup>th</sup> January and the second timetabled for 6<sup>th</sup> April. Prior to the meetings a quarterly progress report has been produced for the committee and project partners (see CFP Steering Group Reports Oct-Dec 2013 and Jan-Mar 2014).

## Output 5

A monthly 'Community Forests Project Volunteer Day' has been established on the first Saturday of each month with events at the Millennium Forest site on Saturday 1<sup>st</sup> February and at St Pauls Primary School on Saturday 1<sup>st</sup> March. These events were open to all and publicised on the local radio and in the newspapers (see Section 11 of this report).

Eco-tours, including the planting of endemic trees, were delivered by CFP staff to visiting tourists at the Millennium Forest, High Peak and Blue Point.

Activity 5.1 Project staff and partners are looking at the best way to progress developing Community Forests products and courses. An initial meeting was held with Martin George and Lisa Ryan at Enterprise St Helena (ESH) to discuss how CFP might assist small businesses through catalysing, supporting and mentoring local people to develop 'forest products' (see CFP Steering Group Report Jan-Mar 2014, 6.1).

CFP staff have been collaborating with Civil Society partner Liz Johnson who has delivered training in making products with New Zealand flax (*Phormium tenax*), such as baskets and table mats that can be made by participants on the FS programme (see photo No. 2 'FSO Martina Peters learning flax skills from Liz Johnson').

### 3.2 Progress towards project outputs

Progress towards achieving project outputs in the first six months of the project has been more successful with some outputs than others.

It is a time of great change for St Helena with the development of an airport and the social and economic changes that air access will bring to the island. The airport is due to open in 2016 and in the lead up to this, the project will take advantage of opportunities offered wherever possible. However it is also a time of unpredictability, securing an airline provider is still ongoing and the expansion of small business development is in its early stages.

Output 1 – 'Masters degree level project completed on carbon sequestration' is on track and very likely to be achieved by the project's close. While the 'registration of St Helena Carbon Sequestration Project' has not yet happened the project will continue to work in partnership with St Helena Tourism over the next financial year to investigate all possible avenues for developing a sustainable income stream to sustain the Community Forests.

Work towards achieving Outputs 2 and 4 relating to the Forest Schools programme and the ecological management of the Community Forests, is progressing well. Output 2, Indicator 1 – the FS training has been arranged and the FS programme for St Helena is under development, however the timeframe for these has shifted back to June/July 2014, so that the Forest Schools Officer and one other can attend the training course in the UK rather than on island. This was agreed with Darwin in order to maximise the benefits of training and provide increased sustainability in investing training in proven dedicated environmental educators on island who will make use of the training.

The achievement of Output 3 has been impacted by only having one potential apprentice (to date) applying for the NVQ programme (see Section 3.1, Output 3). The two other potential apprentices who are still at school for a further year will be regularly contacted and encouraged to take part in the community conservation activities under the project

The focus of activity towards delivering Output 5, relating to new sustainable forest products being produced and sold on island to create sustainable financial income, has been targeted towards composting initiatives. The project has been collaborating with EMD and the air access Landscape Ecology Mitigation Programme (LEMP) researching the possibilities for composting green waste and household kitchen waste on island, and how viable this might be as a small business in the future or as part of a social enterprise.

Output level assumptions still hold true for Assumptions 1-4. However Assumption 5 'Sustainable forest products and honey are viable and there is enough interest on island', will need to be reviewed.

### **3.3 Progress towards the project Purpose/Outcome**

During the first six months of the project, good progress has been made towards achieving the project Purpose in relation to contributing to the creation of three ecologically sustainable Community Forests. Community engagement through working with primary and secondary school students and volunteers at the sites is progressing well. And through the Community Volunteer Days and the 'Enrichment Studies' programme in conservation for secondary school students, small endemic woodlands at all of the four schools on the island have been started or are in the development stage.

Although the programme has not officially begun, awareness has been raised about the forthcoming Forest Schools programme and there is strong support for this from our partners in the Education Directorate, New Horizons, and Civil Society. 202 students (127 primary and 75 secondary) have already been worked with on the project through volunteer days and events.

Some of the indicators for measuring the outcomes will need to be revised, eg. Indicator 1 regarding the carbon sequestration and offsetting scheme, Indicator 3 regarding the number of NVQ Diplomas that are likely to be achieved and Indicator 5 regarding the forest products and courses.

By the end of funding the project is very likely to have made an important contribution to achieving the Purpose, though not so likely in respect of ensuring that the Community Forests are financially sustainable by October 2016. However, by this time it is possible that the project will have set in motion the beginnings of a social enterprise that is able to contribute to the financial sustainability of the Community Forests.

### **3.4 Goal/Impact: achievement of positive impact on biodiversity and poverty alleviation**

Community Forests Project Goal/Impact: 'The project will contribute to bringing about a fundamental change on St Helena and local people's outlook of its natural resources. Young people and disaffected individuals will be engaged in positive activities whilst achieving skills and positive attitudes to enhance their own and their island's future prospects and development, at the same time safeguarding the island's biodiversity and combating climate change. The scientific focus will add credibility to carbon sequestration projects, drawing positive attention to St Helena. The Social Enterprise element will not only provide sustainability, but allow local people to make a living from their local resources in an environmentally friendly way.'

The project has made a good start towards contributing to the higher goal through raising awareness of St Helena's natural resources and engaging young people in conserving St Helena's biodiversity.

This has been achieved through Community Volunteer Days and other events such as Commonwealth Day (10<sup>th</sup> March) when 106 school children, and nearly 20% of the total number on island from all of the four schools (Output 2, Indicator 3), came to the Millennium Community Forest to plant gumwood, St Helena's endangered national tree (see CFP Steering Group Report Jan-Mar 2014, 7.3; see photo No. 3 'Commonwealth Day, planting gumwoods at Millennium Forest'; and 'St Helena Enjoys the Team Spirit Commonwealth Day 2014', online article page 9, [http://www.sams.sh/sentinel/Sentinel\\_140313.pdf](http://www.sams.sh/sentinel/Sentinel_140313.pdf)).

CFP staff have been collaborating with the St Helena Prison Service and since February, one person on Community Service has worked unpaid on the project for one day per week. This person has contributed to plant production at the Millennium Forest Nursery and they have used their carpentry skills to assist with the refurbishment of the FS field centre at Blue Hill.

The CFP team have been working with the First Jamestown Scouts, with PAS students through their Enrichment Studies programme and with students working for their A/S level in



Environmental Studies. New Horizons youth club members have been involved in the refurbishment of Blue Hill School which will be the FS field centre base.

At the community forest sites the project is contributing to the restoration of native habitat types that have been lost on island, Dry Gumwood woodland at the Millennium Forest and Black Cabbage woodland at High Peak, these special habitats are therefore becoming a key attractions for visitors. At all the sites endemics have been planted back and maintained and invasives cleared, contributing to the restoration of habitat. A total of 565 volunteer hours have been put into these sites through Community Volunteer Days, community groups and schools and individuals.

#### **4. Project support to the Conventions**

##### **CBD**

The project is contributing to the CBD by supporting the attainment of conservation objectives through community involvement in practical habitat-focused conservation, raising awareness of the importance of St Helena's biodiversity and through working towards developing sustainable sources of income for the conservation of the community forests. This supports the following Articles with related Aichi Targets below:

##### **Articles:**

8 'In-situ Conservation' (specifically: a & b (establishment and management of Protected Areas); c (creation of habitat stepping stones); d (protection of ecosystems); f (restoration of ecosystems); h (invasive species control). - [Output 4, Indicator 2: CFP work programmes delivering habitat-focused practical works at all three Community Forests (see CFP Steering Group Report Oct-Dec 2013, 3.1, 3.3, 7.1, and Jan-Mar 2014, 5.5, 5.8)]

9 'Ex-situ Conservation' (specifically: c (best practice on species reintroduction); e (build on previous conservation work).- [Output 4, Indicator 2].

10 'Sustainable Use of Components of Biological Diversity' (specifically: d (engage local populations); e (facilitate stakeholder cooperation in conservation action)' - [see Section 3.4 above].

12 'Research and Training' (specifically: a (education and training); b (research contributing to conservation delivery) – [Output 3, Indicator 1: reviewing and setting up the NVQ Environmental Conservation training programme (see CFP Steering Group Report Oct-Dec 2013, 6.4, 6.5)]

13 'Public Education and Awareness' (a (promotion of conservation); b (education and awareness) – [Output 2, Indicator 3].

##### **Aichi Biodiversity Targets:**

Target 1: By 2020, at the latest, people are aware of biodiversity and the steps they can take to conserve and use it sustainably.

Target 5: By 2020, the rate of loss of all natural habitats, including forests, is at least halved and where feasible brought close to zero, and degradation and fragmentation is significantly reduced.

Target 9: By 2020, invasive alien species and pathways are identified and prioritized, priority species are controlled or eradicated, and measures are in place to manage pathways to prevent their introduction and establishment.

Target 11: By 2020, at least 17 per cent of terrestrial and inland water, and 10 per cent of coastal and marine areas, especially areas of particular importance for biodiversity and ecosystem services, are conserved through effectively and equitably managed, ecologically representative and well connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes.



Target 12: By 2020 the extinction of known threatened species has been prevented and their conservation status, particularly of those most in decline, has been improved and sustained.

Target 15: By 2020, ecosystem resilience and the contribution of biodiversity to carbon stocks has been enhanced, through conservation and restoration, including restoration of at least 15 per cent of degraded ecosystems, thereby contributing to climate change mitigation and adaptation and to combating desertification.

Target 18: By 2020, the traditional knowledge, innovations and practices of indigenous and local communities relevant for the conservation and sustainable use of biodiversity, and their customary use of biological resources, are respected, subject to national legislation and relevant international obligations, and fully integrated and reflected in the implementation of the Convention with the full and effective participation of indigenous and local communities, at all relevant levels.

Target 19: By 2020, knowledge, the science base and technologies relating to biodiversity, its values, functioning, status and trends, and the consequences of its loss, are improved, widely shared and transferred, and applied.

Target 20: By 2020, at the latest, the mobilization of financial resources for effectively implementing the Strategic Plan for Biodiversity 2011-2020 from all sources, and in accordance with the consolidated and agreed process in the Strategy for Resource Mobilization, should increase substantially from the current levels. This target will be subject to changes contingent to resource needs assessments to be developed and reported by Parties.

## **5. Monitoring, evaluation and lessons**

M&E during the first six months has included recording the number of volunteers at Community Volunteer Days (CVD), the numbers of school children worked with and how many endemics have been planted at the project sites.

From the first two CVDs we have seen greater involvement at the primary school (36 volunteers), compared with at the Millennium Forest (13), very likely because there already exists a strong community identity at the school. Future CVDs have been planned for each of the other two primary schools on the island in order to work from this base of strong existing communities.

In spite of carrying out a targeted recruitment campaign to attract apprentices to the NVQ Diploma there has been only one application to date (see Section 3.1, Output 3). The two other known potential candidates are still at school and not ready to start the apprenticeship. We have invited the students to join the project on practical work days as part of their school work placement scheme in order to maintain contact and develop their interest in environmental conservation.

## **6. Actions taken in response to previous reviews (if applicable)**

N/A This is the first annual report for the project.

## **7. Other comments on progress not covered elsewhere**

Staff changeover and absences are a real challenge in an isolated community. The Nursery Officer has been off sick for 10 days during the first six months, and the Project Manager has gone off island for three months due to a close family bereavement.

To overcome these difficulties the Nursery Officer has been given pastoral support to assist with overcoming health issues, and the PM briefed the project team prior to going off island and has been in regular email contact whilst in the UK.

A programme to accommodate long-term volunteers on the project has been set up with the first volunteer due to arrive in mid-May. This will augment the staff team for three months. There has been interest from four further potential volunteers from overseas and two of these long-term volunteers have been accepted and will each be with the project for six months from

October 2014 (see SHNT website online at <http://www.nationaltrust.org.sh/support-the-trust/volunteering-with-the-st-helena-national-trust/long-term-volunteering/>).

## 8. Sustainability

The profile of the project on island has been raised through newspaper articles and monthly radio appearances by project staff to promote volunteer days, the NVQ and Forest School programme. A facebook page has been set up for the project and information about the CFP included on the SHNT website (see online at <https://www.facebook.com/communityforests> and <http://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/>).

After the Community Volunteer Day at St Pauls Primary on 1<sup>st</sup> March, the other two primary schools were very keen to get involved in the project. A Community Volunteer Day is planned at Harford Primary School in Longwood for June to start an endemic woodland.

After the lifetime of the project, each of the primary schools will look after their own woodland plots and MOUs with EMD are being finalised to ensure that management of High Peak and Blue Point continues. The exit strategy will be developed over the next year.

## 9. Darwin Identity

The Darwin Initiative logo has been used in articles and advertisements relating to the Community Forests Project that have appeared in the two newspapers that are published on St Helena, 'The Sentinel' and the 'St Helena Independent'.

Advertisements for the NVQ Diploma and for the Mural and Logo Competition for the Forest School field centre at Blue Hill all used the Darwin Initiative logo. The livery of two CFP vehicles features the logo which also appears on work T-shirts.

SHNT currently manages three Darwin projects on St Helena, and the Environmental Management Division of St Helena Government manages five. Hence the local community are used to seeing articles in the newspapers and hearing about projects on the radio that are funded by and refer to the Darwin Initiative.

## 10. Project Expenditure

**Table 1 project expenditure during the reporting period (1 April 2013 – 31 March 2014)**

Project spend since last annual report	2013/14 Grant (£)	2013/14 Total actual Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs			11	*RBG Kew UKOTs support was not spent in this FY
Consultancy costs			40	*Nursery training at RBG Kew to be completed in Y2
Overhead Costs			21	*
Travel and subsistence			17	*
Operating Costs			38	*
Capital items			25	*
Others			3	
<b>TOTAL</b>	<b>Adjusted amount after Change</b>		<b>23</b>	<b>*19k to be carried over to 2014-15, after Change</b>

	Request approved		Request approved by Darwin
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**11. OPTIONAL: Outstanding achievements of your project during the reporting period (300-400 words maximum). This section may be used for publicity purposes.**

*I agree for the Darwin Secretariat to publish the content of this section (please leave this line in to indicate your agreement to use any material you provide here)*

Engaging the local community in conservation ‘volunteering’ is a challenge in a small community where many people are on low incomes and outside of the workplace there are often the added demands of looking after extended family or tending livestock which will be needed to feed the family. This is compounded by the counter attraction of participating in sports during free time at weekends and that a widespread volunteer culture for the environment is in the early days of development.

The Community Forests Project has been raising awareness of the importance of St Helena’s native biodiversity through monthly ‘community volunteer days’. On 1<sup>st</sup> March 2014 we had a hugely enjoyable and successful event at St Pauls Primary School. This is one of only three primary schools on the island with 119 pupils and is located some five miles out of the capital Jamestown ‘in the country’ (see photo No. 4 ‘Community Volunteer Day at St Pauls Primary’).

The aim of the morning was to start planting a native gumwood woodland along the entrance path into the school and to engage parents and pupils in planting some of St Helena’s very special endemic plant species. Some fifteen years earlier a stand of six endemic gumwoods (*Commidendrum robustum*) had been planted on the boundary of the school but these had been neglected and were overgrown by alien invasive weeds. We aimed to clear round the old trees and to link them up with the new plantings so in time the gumwood habitat would be increased.

We had a very high turnout with 25 adults and 11 children taking part. The old gumwoods were given a new lease of life and 107 endemic trees including Gumwood, Dwarf Ebony and St Helena Rosemary were planted. A reporter from the South Atlantic Media Service (SAMS) came to join in with the hands-on practical work which was thoroughly enjoyed by all.

The event was featured in an article on the front page of the island newspaper ‘The Sentinel’, on 6<sup>th</sup> March 2014 ([http://www.sams.sh/sentinel/Sentinel\\_140306.pdf](http://www.sams.sh/sentinel/Sentinel_140306.pdf)) where St Pauls Primary Head, Pat Williams said, “Some of the children have helped to plant those plants and I think they will want to see those plants grow. They will appreciate endemics much more on the island.”

## Annex 1: Report of progress and achievements against Logical Framework for Financial Year 2013-2014

Project summary	Measurable Indicators	Progress and Achievements April 2013 - March 2014	Actions required/planned for next period
<p><b>Goal/Impact</b></p> <p>The project will contribute to bringing about a fundamental change on St Helena and local people's outlook of its natural resources. Young people and disaffected individuals will be engaged in positive activities whilst achieving skills and positive attitudes to enhance their own and their island's future prospects and development, whilst safeguarding the island's biodiversity and combating climate change. The scientific focus will add credibility to carbon sequestration projects, drawing positive attention to St Helena. The Social Enterprise element will not only provide sustainability, but allow local people to make a living from their local resources in an environmentally friendly way.</p>		<p>Awareness raising about the importance of St Helena's endemics through working with schools, Scouts, Community Service and Community Volunteer Days.</p> <p>Contribution to safeguarding biodiversity through planting endemics and managing invasives at the three sites.</p>	
<p><b>Purpose/Outcome</b> To create three financially and ecologically sustainable Community Forests to be enjoyed and appreciated by islanders and visitors alike; ensuring the future existence of key island biodiversity and environmental knowledge by creating a self-sustaining carbon sequestration project, outdoor classrooms for alternative education and Social Enterprise providing benefits to local livelihoods.</p>	<p><i>Indicator 1: Saint Helena Carbon Sequestration Project developed and accredited by end of year 2 with income increased from 0% to 25% of potential (25% = approx £1,000) by end of year 3 as a sustainable annual income through global carbon offsetting partners, contributing to the sustainability of the economic future of the community forests. Income potential is estimated at a minimum of £4,256 (100%) depending on global price of CO2 and sequestration levels of endemic plants.</i></p> <p><i>Indicator 2: A minimum of 2 graduates of the Forest Schools OCN Level 3 certification, equating to a 100% engagement rate of those trained, actively engaged in delivering Forest Schools program by end of year 2, increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship.</i></p>	<p>Carbon sequestration Masters project registered and being developed.</p> <p>The number of graduates of the Forests Schools OCN level 3 certification was reduced from 5 to 2. This was agreed with Darwin through a Change Request. The percentage would then increase from 25% to 100%.</p>	<p>Key actions for April 2014- March 2015 to deliver:</p> <p>Indicator 1: Carry out fieldwork and write up of Masters project. Investigate with Tourism options for generating sustainable income for the conservation of community forests on St Helena.</p> <p>Indicator 2: Forest Schools Officer and one Primary School Teacher (see Activity 2.2) to be trained to OCN Forest Schools Leader Level 3 and actively engaged in delivering Forest Schools programme.</p> <p>Indicator 3: Recruit three NVQ apprentices and deliver NVQ Level 2 Diploma programme in work-based Environmental Conservation.</p> <p>Submit a Change Request to Darwin about the number of NVQs achieved</p> <p>Indicator 4: Grow and plant 5,000 endemic plants across the three project sites. Carry out annual review of the</p>

	<p><i>Indicator 3: A minimum of 3 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 25% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive management of the environment.</i></p> <p><i>Indicator 4: 10 hectares of Community Forest land planted with over 5,000 endemic plants with a survival rate of more than 50% by end of year 3 (Millennium Forest 8ha, Blue Point 1.9ha, High Peak 0.1ha). The three sites' Restoration Plan reviewed at the end of year 2 and year 3 show the sites to be moving towards favourable recovering status and away from degrading.</i></p> <p><i>Indicator 5: 40% of "green arrival/departure tax" fees levied on visitors received by SHNT on completion of the airport (end of 2015) as a new sustainable income stream in partnership with SHG and Saint Helena Tourism. Current understanding is £25.00 tax per visitor to be instigated in the next two years.</i></p>		<p>Practical Habitat Restoration Work Plan.</p> <p>Indicator 5: Work with Tourism to develop potential income streams for conservation.</p> <p><b>Submit a Change Request to Darwin regarding this Indicator.</b></p>
<p><b>Output 1.</b> Masters degree level project completed on carbon sequestration leading to the registration of Saint Helena Carbon Sequestration Project. Sustainable income stream developed for the community Forests.</p>	<p><i>Indicator 1: Advertise Masters project year 1. Work in partnership with Masters level student and their academic institute to develop and complete carbon sequestration project in year 2 of project.</i></p> <p><i>Indicator 2: Positive quarterly meetings throughout project with SHG Tourism Directorate to progress and implement carbon sequestration levies on visitors to the island.</i></p> <p><i>Indicator 3: Work in partnership with Carbon Trust to register Saint Helena's</i></p>	<p>Shayla Ellick is registered at the University of York at the start of an MRes to investigate the carbon storage potential of selected endemic tree species on St Helena. The MRes to be supervised by Dr Rob Marchant from the university and by Dr Alan Gray (Centre for Ecology and Hydrology). The six endemic tree species representing different ecotypes on the island have been selected for study.</p> <p>Meeting held on 21<sup>st</sup> March with Tourism Director Cathy Alberts, Cathy clarified that a 'tourism passport' and carbon offsetting scheme for St Helena would not be in place on island in the immediate future. Very high numbers of visitors are needed for a passport scheme to be viable and with the uncertainties over the airline provider, the logistics of a standardised carbon offset scheme were not feasible at the moment.</p>	

	<i>Carbon Sequestration Scheme in year 1. Work with myclimate for further advice and support and register with their climate education department with their program "Think globally – Act locally": a climate network for the global youth.</i>	
Activity 1.1. Advertise Masters project at academic institutions and recruit student		Literature review for the MRes will commence in April 2014, as well as the development of the methodology which will be submitted to student's supervisors by mid-June for feedback. The fieldwork on St Helena will begin in July 2014 in collaboration with CFP staff at the CFP sites.
Activity 1.3. Register Carbon Sequestration Project		Results from the research into the carbon sequestration potential of selected endemic tree species will be needed in order to assess the feasibility of the carbon offsetting scheme. MRes project will be completed by July 2015
<b>Output 2.</b> 580 school children (341 Primary, 239 secondary currently registered, May 2014) worked with through Forest Schools programmes, community forest visits, events, and school-based activities. An increase in environmental awareness and value by the island's youth will be achieved.	<p><i><u>Indicator 1:</u> The island's first Forest Schools programme training planned for November 2013.</i></p> <p><i><u>Indicator 2:</u> Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3.</i></p> <p><i><u>Indicator 3:</u> Numbers of people of all ages recorded attending environmental awareness activities associated with the project, feedback forms handed out, collected and monitored. Improvements acted upon.</i></p>	<p>After discussion with the Education Directorate and CFP Steering Committee it was agreed that the FS training would take place off island rather than bringing a trainer to the island. It was felt that to train alongside other forest school students in the UK and meet other educationalists at exposure visits, would be more beneficial to the long-term development of the FS programme on St Helena. This Change Request was agreed by Darwin and that the Forest Schools Officer would go to the UK with one other person selected from the Education Department.</p> <p>The FS programme on island will commence when the Forests Schools Officer returns from the FS training in the UK in July.</p> <p>202 students (127 primary, 75 secondary) have been worked with on the project through volunteer days, Scouts, Enrichment Studies. Environmental Studies and other events.</p>
Activity 2.1. Recruit Forest Schools Officer		Martina Peters, who completed the NVQ work-based Environmental Conservation programme under Darwin project 18-020 'Increasing local capacity to conserve St Helena's threatened biodiversity' has been recruited as the Forest Schools Officer (FSO).
Activity 2.2. Research and develop Forest Schools Programme, including training		<p>OCN accredited Forest School Leader Level 3 training has been organised with 'Circle of Life Rediscovery' in Sussex, UK, for the FSO and one island primary school teacher Sheena Isaac. Sheena was selected by a panel from four candidates working within Education on St Helena based on the strength of the presentation she gave and completing practical tasks. Sheena will support the development of a Forest School programme for St Helena through integration of FS activities within the primary school curriculum.</p> <p>The Forest Schools Officer delivered presentations about the upcoming Forest</p>

		School programme to the staff and 119 pupils of St Pauls Primary school in March 2014 (see photo No. 5 'FSO Martina Peters giving talk on Forest School to St Pauls Primary school children').
<b>Output 3.</b> 12 NVQ Level 2 Diplomas in Work-Based Conservation achieved and awarded with specific training in running guided walks and eco tours	<p><i>Indicator 1: 4 NVQ diplomas achieved annually, increasing skills on island. Donkeys used for working 5% of the time.</i></p> <p><i>Indicator 2: 75% of apprentices obtain jobs in the conservation or tourism sector.</i></p> <p><i>Indicator 3: Training on guided walks and eco-tours produced and delivered yearly for apprentices and locals. Numbers monitored and recorded. Ongoing tourism related positions gained will also be monitored.</i></p>	<p>Despite an extensive recruitment campaign being delivered (see Activity 3.2) only one candidate has applied for the NVQ Diploma in work-based Environmental Conservation. The success of the campaign has been negatively impacted by i) the availability of higher paid work with construction company Basil Read who are building the airport for St Helena due to open in 2016; and ii) the timing of the recruitment campaign – Prince Andrew Secondary School students will not be leaving school until June/July.</p> <p>A Change Request re: Indicator 1 will be submitted to Darwin to reduce the number of diplomas achieved over the three year project.</p>
Activity 3.1. Recruit Community Forests Coordinator		Jason Courtis has been recruited as CF Coordinator and arrived on island to start work on 5 <sup>th</sup> November 2013.
Activity 3.2. Recruit 12 NVQ apprentices over 3 years		<p>See Section 3.1 Output 3 for details of the recruitment campaign.</p> <p>The NVQ training programme has been closely discussed with partners within the Education Directorate, including the AVES (Adult &amp; Vocational Education Service) Manager Kerry Yon and the NVQ Quality Assurance Coordinator Joyce Duncan and the course units reviewed and updated.</p> <p>The NVQ programme will commence in May as soon as the apprentice stipend has been secured from ESH.</p>
<b>Output 4.</b> Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)	<p><i>Indicator 1: Full complement of project staff in place.</i></p> <p><i>Indicator 2: Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.</i></p> <p><i>Indicator 3: Monitoring and survey work inputting into the restoration plan reviews show increase in positive management.</i></p>	<p>The core project team (project manager Katrine Herian, project co-ordinator Jason Courtis, forest schools officer Martina Peters and nursery officer Belinda Thomas) were on island and all working together by 26<sup>th</sup> November 2013.</p> <p>A Practical Habitat Restoration Work Plan was produced with partners. Endemic plants have been produced at the Millennium Forest and EMD Scotland Nurseries.</p> <p>Invasive plant management and the planting back of endemics has been carried out at all three sites.</p>



Activity 4.1. Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries	Work Plan for the three sites developed with project partners (see Section 3.1, Output 4 in above report).	
Activity 4.2. Plant out trees in all three Community Forests	<p>A total of 2793 endemic plants have been planted at the Community Forest sites (892 Millennium Forest, 1224 High Peak, 677 Blue Point).</p> <p>An additional 105 have been planted at Prince Andrew School, 175 at St Pauls Primary and 50 at Longwood House endemic garden, making a grand total of 3123 planted in the first six months of the project.</p>	
Activity 4.3. Monitor habitat quality and survey all three Community Forests at start and end of project	Surveys of each of the sites need to be completed. Counts of endemic species and numbers within site plots have been carried out at High Peak and the Millennium Forest.	
Activity 4.4. Control invasives at all 3 Community Forests and research and implement best methods for removal	Control of fuchsia ( <i>Fuchsia coccinea</i> ), wild ginger ( <i>Hedygium flavescens</i> ), begonia ( <i>Begonia semperflorens</i> ), aloe ( <i>Furcraea foetida</i> ), and other weeds has taken place across the sites.	
Activity 4.6. Carry out Wirebird habitat restoration and monitoring	Consultation with Wirebird specialists took place on how to progress habitat restoration for the species at the Millennium Forest.	
Activity 4.8. Set up steering group committee to meet monthly	A project Steering Group with seven members has been set up with representation from the Education Directorate, EMD, Civil Society Support, Dr Rebecca Cairns-Wicks, and SHNT. It was agreed that the group should meet on a quarterly basis, with the first meeting held on 6 <sup>th</sup> January and the second timetabled for 6 <sup>th</sup> April. Prior to the meetings a quarterly progress report has been produced for the committee and project partners.	
<p><b>Output 5.</b> An array of new sustainable forest products produced and being sold on island (charcoal, honey, crafts). Sustainable financial income stream developed for social enterprises.</p>	<p><i>Indicator 1: Forest products and Honey Production course developed in Year 1.</i></p> <p><i>Indicator 2: Forest products and Honey Production course delivered in Year 2 with number of attendees recorded and increasing in Year 3.</i></p> <p><i>Indicator 3: New sustainable forest products and flax products produced and available and being sold on island in Year 1, increasing Year 2 and 3. Honey exported by Year 3.</i></p>	The project has focused efforts on researching into using green waste and kitchen waste on island for making compost (see Section 3.2).
Activity 5.1. Research and develop Community Forests courses (including woodland crafts, flax crafts, honey production, developing eco tours etc)	Research has begun into the historical 'Great Wood' on St Helena as part of the development of an ecotour at the Millennium Forest. CFP staff have been researching how to make flax products with help from Liz Johnson at Civil Society Support.	

Activity 5.5. Set up, promote and deliver eco-tours and activities at all 3 community forests	Eco-tours, including the planting of endemic trees, were delivered by CFP staff to visiting tourists at the Millennium Forest, High Peak and Blue Point.
Activity 5.6. Promote project to local population and tourists	This has been achieved via radio, newspapers, talking with the local community, Community Volunteer Days, work with Scouts, and schools through Enrichment Studies and Environment Studies.
Activity 5.7. Deliver monthly conservation sessions to local public and tourists	A monthly 'Community Forests Project Volunteer Day' has been established on the first Saturday of each month with events at the Millennium Forest site on Saturday 1 <sup>st</sup> February and at St Pauls Primary School on Saturday 1 <sup>st</sup> March. These events were open to all.

## Annex 2 Project's full current logframe October 2013 - October 2016 (indicating change requests to be submitted)

Project summary	Measurable Indicators	Progress and Achievements	Actions required/planned for next period
<p><b>Goal/Impact</b></p> <p>The project will contribute to bringing about a fundamental change on St Helena and local people's outlook of its natural resources. Young people and disaffected individuals will be engaged in positive activities whilst achieving skills and positive attitudes to enhance their own and their island's future prospects and development, whilst safeguarding the island's biodiversity and combating climate change. The scientific focus will add credibility to carbon sequestration projects, drawing positive attention to St Helena. The Social Enterprise element will not only provide sustainability, but allow local people to make a living from their local resources in an environmentally friendly way.</p>			
<p><b>Purpose/Outcome</b></p> <p>To create three financially and ecologically sustainable Community Forests to be enjoyed and appreciated by islanders and visitors alike; ensuring the future existence of key island biodiversity and environmental knowledge by creating a self-sustaining carbon sequestration project, outdoor classrooms for alternative education and Social Enterprise providing benefits to local livelihoods.</p>	<p><i>Indicator 1: Saint Helena Carbon Sequestration Project developed and accredited by end of year 2 with income increased from 0% to 25% of potential (25% = approx £1,000) by end of year 3 as a sustainable annual income through global carbon offsetting partners, contributing to the sustainability of the economic future of the community forests. Income potential is estimated at a minimum of £4,256 (100%) depending on global price of CO2 and sequestration levels of endemic plants.</i></p> <p><i>Indicator 2: A minimum of 5 graduates of the Forest Schools OCN Level 3 certification, equating to a 25% engagement rate of those trained, actively engaged in delivering Forest Schools program by end of year 2, increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship.</i></p>	<p>A Change Request was approved to reduce the number of graduates from 5 to 2. This would then alter the engagement rate of those trained from 25% to 100%.</p>	<p><b>See below potential changes to the Logframe to be discussed and finalised with partners on St Helena before being submitted to Darwin for approval:</b></p> <p><b>Indicator 1:</b> the feasibility of setting up a carbon offsetting scheme will have to be revisited. Alternative options for generating sustainable income for the conservation of community forests on St Helena will need to be investigated with Saint Helena Tourism.</p> <p><b>Indicator 2:</b> see note in box to the left.</p> <p><b>Indicator 3:</b> A Change Request to be submitted regarding the number of</p>

	<p><i>Indicator 3: A minimum of 3 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 25% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive management of the environment.</i></p> <p><i>Indicator 4: 10 hectares of Community Forest land planted with over 5,000 endemic plants with a survival rate of more than 50% by end of year 3 (Millennium Forest 8ha, Blue Point 1.9ha, High Peak 0.1ha). The three sites' Restoration Plan reviewed at the end of year 2 and year 3 show the sites to be moving towards favourable recovering status and away from degrading.</i></p> <p><i>Indicator 5: 40% of "green arrival/departure tax" fees levied on visitors received by SHNT on completion of the airport (end of 2015) as a new sustainable income stream in partnership with SHG and Saint Helena Tourism. Current understanding is £25.00 tax per visitor to be instigated in the next two years.</i></p>		<p>apprentices to graduate from the NVQ Level 2 Diploma in work-based Environmental Conservation. Details of request to be finalised with partners before submitting to Darwin.</p> <p>Indicator 5: to work with Tourism to investigate other potential income streams for conservation. A Change Request will then be submitted to Darwin regarding this Indicator.</p>
<p><b>Output 1.</b></p> <p>Masters degree level project completed on carbon sequestration leading to the registration of Saint Helena Carbon Sequestration Project. Sustainable income stream developed for the community Forests.</p>	<p><i>Indicator 1: Advertise Masters project year 1. Work in partnership with Masters level student and their academic institute to develop and complete carbon sequestration project in year 2 of project.</i></p> <p><i>Indicator 2: Positive quarterly meetings throughout project with SHG Tourism Directorate to progress and implement carbon sequestration levies on visitors to the island.</i></p>	<p>See Outcome Indicator 1, above.</p>	

	<i>Indicator 3: Work in partnership with Carbon Trust to register Saint Helena's Carbon Sequestration Scheme in year 1. Work with myclimate for further advice and support and register with their climate education department with their program "Think globally – Act locally": a climate network for the global youth.</i>	See Outcome Indicator 1, above.
Activity 1.1. Advertise Masters project at academic institutions and recruit student		
Activity 1.2. Complete Masters project		
Activity 1.3. Register Carbon Sequestration Project		
See Outcome Indicator 1, above.		
<b>Output 2.</b> 580 school children (310 Primary, 270 secondary currently registered) worked with through Forest Schools programmes, community forest visits, events, and school-based activities. An increase in environmental awareness and value by the island's youth will be achieved.	<p><i>Indicator 1: The island's first Forest Schools programme training planned for November 2013.</i></p> <p><i>Indicator 2: Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3.</i></p> <p><i>Indicator 3: Numbers of people of all ages recorded attending environmental awareness activities associated with the project, feedback forms handed out, collected and monitored. Improvements acted upon.</i></p>	See note above re: Outcome Indicator 2.
Activity 2.1. Recruit Forest Schools Officer		
Activity 2.2. Research and develop Forest Schools Programme, including training		
Activity 2.3. Deliver Forest Schools Programme		
<b>Output 3.</b> 12 NVQ Level 2 Diplomas in Work-Based Conservation achieved and awarded with specific training in running guided walks and eco tours	<i>Indicator 1: 4 NVQ diplomas achieved annually, increasing skills on island. Donkeys used for working 5% of the time.</i>	See Outcome Indicator 3, above.

	<p><i>Indicator 2: 75% of apprentices obtain jobs in the conservation or tourism sector.</i></p> <p><i>Indicator 3: Training on guided walks and eco-tours produced and delivered yearly for apprentices and locals. Numbers monitored and recorded. Ongoing tourism related positions gained will also be monitored.</i></p>	
Activity 3.1. Recruit Community Forests Coordinator		
Activity 3.2. Recruit 12 NVQ apprentices over 3 years		
Activity 3.3. Run training programme for conservation apprentices in the Community Forests		
Activity 3.4. Deliver education sessions under Darwin Education pack as part of Diploma programme		
<p><b>Output 4.</b> Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)</p>	<p><i>Indicator 1: Full complement of project staff in place.</i></p> <p><i>Indicator 2: Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.</i></p> <p><i>Indicator 3: Monitoring and survey work inputting into the restoration plan reviews show increase in positive management.</i></p>	
Activity 4.1. Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries		
Activity 4.2. Plant out trees in all three Community Forests		
Activity 4.3. Monitor habitat quality and survey all three Community Forests at start and end of project		
Activity 4.4. Control invasives at all 3 Community Forests and research and implement best methods for removal		

Activity 4.5. Carry out species status evaluation to update IUCH red list	
Activity 4.6. Carry out Wirebird habitat restoration and monitoring	
Activity 4.7. Set up Wirebird interpretation area	
Activity 4.8. Set up steering group committee to meet monthly	
<p><b>Output 5.</b> An array of new sustainable forest products produced and being sold on island (charcoal, honey, crafts). Sustainable financial income stream developed for social enterprises.</p>	<p><i>Indicator 1: Forest products and Honey Production course developed in Year 1.</i></p> <p><i>Indicator 2: Forest products and Honey Production course delivered in Year 2 with number of attendees recorded and increasing in Year 3.</i></p> <p><i>Indicator 3: New sustainable forest products and flax products produced and available and being sold on island in Year 1, increasing Year 2 and 3. Honey exported by Year 3.</i></p>
Activity 5.1. Research and develop Community Forests courses (including woodland crafts, flax crafts, honey production, developing eco tours etc)	See Outcome Indicator 5, above.
Activity 5.2. Deliver Forests Products courses	
Activity 5.3. Sales of forest products	
Activity 5.4. Carry out tourism survey of 3 Community Forests each year	
Activity 5.5. Set up, promote and deliver eco-tours and activities at all 3 community forests	
Activity 5.6. Promote project to local population and tourists	
Activity 5.7. Deliver monthly conservation sessions to local public and tourists	
Activity 5.8. Monitoring and evaluation visit by overseas partners	



Activity 5.9. Dissemination of Project Results	
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## Annex 3 Standard Measures

**Table 1 Project Standard Output Measures**

Code No.	Description	Year 1 Total	Year 2 Total	Year 3 Total	Year 4 Total	Total to date	Number planned for reporting period	Total planned during the project
Established codes								
2	MRes on carbon sequestration potential of selected St Helena endemic tree species. Student is from St Helena	0						1
3	NVQ Diploma in Work-Based Environmental Conservation. Students will be from St Helena.	0						4
3	Open College Network Forest School Leader Level 3. Students from St Helena.	0						2
6A	Forest Schools programmes for Primary and Secondary School children on St Helena.  The large majority of students are from St Helena, and some will be ex-pats from UK and South Africa.	0						580 (341 Primary, 239 Secondary)
6B	Training weeks provided	0						?
6A	Environmental education sessions for 202 primary and secondary school students, 1-2 hours per session: 195 students from St Helena, 4 UK, 2 South Africa, 1 Sweden	202						580
6B	Training weeks provided (195 hours on pro rata basis)	6.5						?
7	Guide on FS in subtropical regions, FS video, NVQ training sheets, forest products training course	0						4

8	RBG Kew project partner to visit St Helena in 2015	0						1
9	Habitat restoration management plan for 3 Community Forests	0						1
15A	Newspaper press releases which are also published online	1						12
17A	Establish Facebook page for the CF	1						1
19A	Radio interviews / features on SAMS or Saint FM	4						12
20	Estimated value of physical assets to be handed over to St Helena: 1 x vehicle, 2 x computers and software, nursery tools & equipment	£18k						£28k
21	Blue Hill Forest School refurbishment as Forest School Field Centre	1						1
22	Permanent field plots to be established under the project at Millennium Forest: Gateway, High Peak and Blue Point	2						?
23	Value of contributions in kind from volunteer work, SHNT / EMD / Kew / RSPB staff time, use of vehicles and equipment	£37k						£155k
New - Project specific measures								

**Table 2 Publications**

Type (eg journals, manual, CDs)	Detail (title, author, year)	Publishers (name, city)	Available from (eg contact address, website)	Cost £
N/A this year				

## **Annex 4 Onwards – supplementary material (optional but encouraged as evidence of project achievement)**

This may include outputs of the project, but need not necessarily include all project documentation. For example, the abstract of a conference would be adequate, as would be a summary of a thesis rather than the full document. If we feel that reviewing the full document would be useful, we will contact you again to ask for it to be submitted.

It is important, however, that you include enough evidence of project achievement to allow reassurance that the project is continuing to work towards its objectives. Evidence can be provided in many formats (photos, copies of presentations/press releases/press cuttings, publications, minutes of meetings, reports, questionnaires, reports etc) and you should ensure you include some of these materials to support the annual report text.

### **Digital copies:**

Project Partner Main, Principal Dr David Higgins, CV

Community Forests Project Steering Group Report October-December 2013

Community Forests Project Steering Group Report January-March 2014

20-005 Change Request No. 1, January 2014

Forest Schools leaflet

Article 'News from the Community Forests Project', February 2014

Practical Habitat Restoration Work Plan at Millennium Forest, High Peak and Blue Point under the Community Forests Project 2013-2016

Photo No. 1 'Cleared invasive wild ginger and planting endemics at High Peak'

Photo No. 2 'FSO Martina Peters learning flax skills from Liz Johnson'

Photo No. 3 'Commonwealth Day, planting gumwoods at Millennium Forest'

Photo No. 4 'Community Volunteer Day at St Pauls Primary'

Photo No. 5 'FSO Martina Peters giving talk on Forest School to St Pauls Primary school children'

### **Online references:**

<http://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/>

[http://www.sams.sh/sentinel/Sentinel\\_140313.pdf](http://www.sams.sh/sentinel/Sentinel_140313.pdf)

<http://www.nationaltrust.org.sh/support-the-trust/volunteering-with-the-st-helena-national-trust/long-term-volunteering/>

<https://www.facebook.com/communityforests>

[http://www.sams.sh/sentinel/Sentinel\\_140306.pdf](http://www.sams.sh/sentinel/Sentinel_140306.pdf)

## Checklist for submission

	Check
<b>Is the report less than 10MB?</b> If so, please email to <a href="mailto:Darwin-Projects@ltsi.co.uk">Darwin-Projects@ltsi.co.uk</a> putting the project number in the Subject line.	✓
<b>Is your report more than 10MB?</b> If so, please discuss with <a href="mailto:Darwin-Projects@ltsi.co.uk">Darwin-Projects@ltsi.co.uk</a> about the best way to deliver the report, putting the project number in the Subject line.	No
<b>Have you included means of verification?</b> You need not submit every project document, but the main outputs and a selection of the others would strengthen the report.	✓
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