



## Darwin Initiative Main Project Annual Report

**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	Community Forests Project (CFP) [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 (ED); Enterprise St Helena (ESH); SHG Tourism; New Horizons (NH); Civil Society Support; Royal Botanic Gardens, Kew (RBGK); Royal Society for the Protection of Birds (RSPB)
Darwin Grant Value	£293,850
Funder (DFID/Defra)	Defra
Start/end dates of project	1 <sup>st</sup> October 2013 to 31 <sup>st</sup> October 2016
Reporting period (e.g., Apr 2015 – Mar 2016) and number (e.g., Annual Report 1, 2, 3)	April 2014 – March 2015 Annual Report 2
Project Leader name	Jeremy Harris, SHNT Director (May 2014 - Present); Dr Chris Hillman (until April 2014)
Project website/blog/Twitter	<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	Jason Curtis (SHNT), Vivienne Ward (ED), David Pryce (SHNT, Buglife Manager), Kevin George (SHNT, Wirebird Manager): April 2015

(For a list of abbreviations, please see Doc 0.)

### 1. Project Rationale

St Helena, an extremely isolated island in the South Atlantic Ocean, 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 and damage by invasive species and increasing erosion.

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. Two of the three project sites were established through project 18-020 and all require consistent care and increased community involvement in order for them to flourish.

There are many challenges to habitat restoration on St Helena. CFP is working in cooperation with the conservation department at EMD to tackle these issues by: building up new seed orchards at its sites for better seed availability; recording best-practice for propagation and restoration to build up island knowledge; developing new and improved guidelines for control of invasive plants; recreating lost ecologies for species security and future study; training a new generation of conservation workers to ensure continuity of knowledge and skills, and facilitating RBGK research for restoration best-practice and resolving possible genetic problems for several endemic species.

A key challenge for St Helena is the amount of public engagement and passion for its unique environment. The project has set up a system of Forest Schools for outdoor learning about the environment, along with new endemic mini-forests at all the schools themselves.

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 three community forest sites are spread across the island: Millennium Forest in the north-east, High Peak at over 650m in the cloud forest zone along the southern Central Ridge of the island and Blue Point in the south-west. The offices of the St Helena National Trust, which manages the project, are located in Jamestown at sea-level (see Doc 20: Map of St Helena).

## **2. Project Partnerships**

The St Helena National Trust (SHNT) is the Lead institution on CFP. There are six host country partners: the Environmental Management Division (EMD) and the Education Directorate (ED) from within St Helena Government (SHG); 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 CFP 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.

The partnership with EMD has entailed the sharing of best practice methods for the control of invasive weed species eg. fuchsia at High Peak, joint seed collecting trips 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 drier CFP Nursery at Millennium Forest for the production of these endemic species.

The project is collaborating with staff from 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 (see Annual Report (AR) Verifying Outcome indicator 1). The CFP NVQ apprentices also spend one day each week with EMD to help with and learn about seed collection, processing and storage, as well as visiting their sites (see AR Verifying Outcome indicator 3).

CFP has collaborated with SHG Forestry (ANRD) to allow the Brownies at Blue Hill Forest School (BHFS) to use a small area of their land for the planting of 60 endemic trees on 26/6/14.

The partnership with the Education Directorate (ED) continues to develop well under the guidance of Vivienne Ward. Vivienne is leaving at the end of July 2015 and will be replaced on the Steering Group (SG) by Sheena Isaac.

The UK Forest Schools (FS) training (Measuring Outcome indicator 2) included a primary school teacher from ED, Sheena Isaac, who will continue to support the development of a Forest School programme for St Helena through integration of FS activities within the primary

school curriculum. The Environmental Education Pack, developed by the previous project 18-020 and completed by Martina Peters for CFP, has been successfully launched and implemented in the primary curriculum. The FS Officer has been proactive in establishing good links with schools (Pilling, Harford, St Paul's), delivering teaching sessions linked to current programmes of study and implementing a 'Seed to Tree' endemic planting programme (see AR Activity 2.3).

This partnership with ED through the Adult and Vocational Education Service (AVES) has evolved well in the delivery of the Environmental Conservation NVQ. Two apprentices are now nearly 70% through their training (see AR Verifying Outcome indicator 3). The partnership also now includes training the Project Manager as an NVQ Assessor so that the island has the capacity for completing the apprenticeships.

Project staff have consulted New Horizons leaders during the completion of the refurbishment of the old Blue Hill School which is now being used as the field centre base for the Forest School programme.

CFP is pursuing opportunities in training and carbon offsetting schemes with SHG Tourism.

RBG Kew hosted the CFP Forest Schools Officer and St Pauls Primary Teacher for 3 days when they visited the UK for FS training in June 2014. Martina Peters and Sheena Isaacs met 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. Professor Quentin Cronk (RBG Kew) visited during March 2015, working closely with CFP staff, apprentices, volunteers and sites (See AR Output 3, Activity 3.3). The RSPB hosted 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 SGR ONE [2.2]).

CFP is currently in negotiation with RBG Kew about their planned visit to St Helena during 15/16, along with the training trip for CFP's Nursery Officer (Brianna Yon) to RBG Kew, hopefully sometime in 2015. RSPB have been advising CFP about its main change request to Darwin.

The project's Steering Group (SG) represents several island partners: 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), and Civil Society Support (Liz Johnson). SHNT representatives are Rebecca Cairns-Wicks (SHNT Trustee and ecologist) and SHNT Director (Jeremy Harris). Dr David Higgins departed in March 2015 at the end of his contract with EMD.

### **3. Project Progress**

#### **3.1 Progress in carrying out project activities**

##### Output 1

##### Activity 1.1, 1.2

Shayla Ellick has made good progress on her Masters research into the carbon storage potential for endemic habitat restoration, redesigning her work to include just Gumwood (see CFP Steering Group Report (SGR) ONE [1.1-1.3]; TWO [1.1]; THREE [1.1-1.3]). She will be leaving for her second trip to the UK at the end of April, where she intends to complete her Masters in June 2015.

##### Activity 1.3

There was a project assumption that SGH would levy a mandatory green tax on visitors to the island, but this has not been approved, and is unlikely to happen in the lifetime of the project (see AR 3.2, Output 1). Therefore CFP is pursuing the idea of establishing a local, voluntary carbon-offsetting scheme with Tourism using the Masters data for credibility. A change request will be submitted for this.

##### Output 2

##### Activity 2.2

The Forest Schools Officer (FSO) Martina Peters and primary school teacher Sheena Isaacs both successfully completed their UK Forest Schools Training during June/July 2014 (see SGR ONE [2.1-2.2] and Doc 18: MP report of experience). They have also each carried out six training sessions on island with local pupils, and intend to finish their course work and gain their certificate in May 2015.

### Activity 2.3

Martina Peters and Sheena Isaacs made FS presentations to all three primary schools during April and May 2014. For the period 14/15 they have delivered a total of 24 sessions, amounting to 300 experiences for children. (Most of the children return for multiple sessions, so this figure represents the number of times children have experienced FS as opposed to 300 separate children).

Martina has launched the new Environmental Education Pack (see Activity 3.4) and delivered 11 in-school sessions and field trips using this new resource, amounting to 217 children experiences for this period. Her 'seed-to-tree' programme has delivered 5 sessions with 120 experiences for children from all three primary schools to collect, sow, pot-on and plant out endemics through a long term practical learning programme (see Doc 19: Seed-to-tree programme). There have also been two MF 'Activity Days' attended by a total of 25 children (see Doc 17: Activity Day advert).

For 14/15 CFP has held a total of 42 educational sessions, amounting to 662 experiences.

The FSO held a competition to design a FS logo and mural (see SGR One [2.6] and Doc 1). There was a public display of the entries in a prominent shop-front window on Main Street, Jamestown from 15-29 October 2014 (see photo 7).

Martina and Sheena have held two training sessions (13 & 20/11/14) at the field centre for teachers and teaching assistants for a total of 22 candidates to build up skills on the island for delivering the FS sessions. They also held their first session for the Learning Support Group for four children with physical and mental difficulties at BHFS on 19/03/15.

The FSO has designed a leaflet for parents, schools and the local community about the Forest School program for St Helena (see Doc 2: Forest Schools leaflet). Martina has also worked with the MF workers to make a new education area at MF, displaying 10 endemic species that also doubles as a protected seed orchard (see photo 9).

## Output 3

### Activity 3.2

As stated in the previous Annual Report, recruitment for the NVQ Diploma in work-based Environmental Conservation has been challenging despite extensive recruitment efforts. Currently there is very little unemployment on the island. CFP has now recruited two young Saints who started the training with Cynthia Llas on 16/10/14 (see SGR TWO [3.1]). A change request will be submitted to reduce the number of apprentices from 12 to 4. CFP promoted the training at the Careers Fair at Prince Andrew School on 15/10/14, where Cynthia gave a presentation to about 30 students.

### Activity 3.3

By the end of March 2015 the apprentices had completed nearly 70% of their training (see Doc 3). The NVQ training programme has been developed closely by Cynthia Llas with partners within the Education Directorate, including the AVES (Adult & Vocational Education Service) Manager Kerry Yon, NVQ Quality Assurance Coordinator Joyce Duncan and Work Development Coordinator Cynthy Bennett. There is ongoing support from Cynthy with regard to management and development of the apprentices.

The training is also in collaboration with the EMD's nursery and work in Diana's Peak National Park (11 days) and SG member Rebecca Cairns-Wicks, one of the island's leading ecologists (2 days), research with Professor Cronk from RBGK (3 days) and AVES' Cynthy Bennett for 'Livelihoods' personal development training (10 days). One of the apprentices, Kayleigh Harris, gained employment with LEMP from 30/04/15. It has been agreed that although she will continue her training with LEMP, her NVQ assessment will remain with CFP and thus

contribute to our project output. Whilst it is a loss for our team, the purpose of the training is to facilitate employment in the environmental field, which has been achieved.

#### Activity 3.4

Martina helped complete the Environmental Education Pack, which was launched in Jamestown on 4/11/14, attended by all the Primary School Head-teachers, along with key ED staff (see photo 16). See AR Activity 2.3 for progress on delivery of the Education Pack.

#### Output 4

##### Activity 4.1

Working according to the Practical Habitat Restoration Work Plan developed in 2013, propagation for the community forests at Millennium nursery has focused on 15 species for the drier sites and 8 cloud forest species for the work at HP (see Doc 5). Out of these 24 species, 15 are listed in threatened categories on the IUCN Red List (see AR Section 3.5).

In collaboration with EMD's endemic nursery, bench space has been made available for the propagation and production of cloud forest species. EMD have also contributed plants and propagation materials.

##### Activity 4.2

Between April 2014 and March 2015, a total of **5791** endemic plants were planted at the three Community Forest sites (**3604** at the Millennium Forest (MF), **1771** at High Peak (HP), **416** at Blue Point (BP)). An estimated 15% of these have been planted by volunteers and school visits. CFP has also worked at seven additional community sites, including all the island's schools, planting a further **1078** plants. The majority of these were planted by local volunteers and pupils.

For the period 14/15 CFP has planted a total of **6869** endemic trees and plants.

##### Activity 4.4

New protocols for invasive trees and plants have been developed for MF by a long-term volunteer, resulting in both detailed information and a simple easy-to-use guide for staff and apprentices. The old regime of clearing all non-native shrubs has been replaced by more sensitive management that prioritises removal of the most invasive plants, and ensures the retention of less problematic species which provide micro-climate shelter and erosion control (see Doc 6). The same documents are being prepared for HP.

Much progress has been made on the control of key alien invasive species including fuchsia, wild ginger, whitweed, bilberry, begonia, aloe, sisal, tungi and lantana at the CFP sites (see Doc 11: Fuchsia control).

##### Activity 4.6

The Wirebird section of SHNT has been consulted and a management plan and new walking route agreed for improving access, interpretation and habitat on Horse Point (see Doc 7). Budget from CFP has been allocated to the department to cover the costs of monitoring the area for wirebird activity and numbers.

##### Activity 4.8

A project Steering Group (SG) with seven members was set up in 2013. SG meetings have been held quarterly on 11/07/14; 20/10/14; 02/03/15. The minutes are included as supporting documents. The latter was a month late due to Jason's annual leave during January 2015. Prior to the meetings a quarterly progress report has been produced for the committee and project partners (see CFP Steering Group Reports (SGR) One, Two and Three).

#### Output 5

Delivering forest products has been challenging for the project as there are very few obvious natural resources that can be reasonably utilised at CFP sites. Pending approval of a future change request, an SG decision has been made (see SG Minutes TWO, 5<sup>th</sup> Output) to focus this output more on community engagement, including the establishment of endemic mini-forests at all four island schools, including a monthly 'Kid's Tree Club' to ensure maintenance and to pass on skills and responsibility to the pupils. The project would like to start selling plants directly from MF nursery, but this will not be possible until the SHG policy for the sale of endemic plants is finalised.

#### Activity 5.5

During this period 68 people made a £10 or more donation for an eco-tour of MF, including site history, ecology, current work, restoration vision and planting a tree. Their donations amounted to £705.

#### Activity 5.6

CFP has had 7 articles in the local press (see Doc 8 for details and weblinks to articles).

Radio interview with Jason for Saint FM about CFP (12/5/14). Weekly promotion of project's events on SHNT's Friday show.

Journalist tours and interviews at MF with the PM: two Belgian journalists (29/5/14), Tricia Hayne UK (3/3/15), Liz Gill UK (13/3/15).

CFP has held the following public events:

Earth Day (22/4/14): 'composting quest' in Jamestown to encourage people to donate their kitchen waste, recycle more and help make compost for the endemic nursery.

St Helena Day Parade (21/5/14): SHNT float to celebrate and promote the day's theme of 'Biodiversity' featuring a blushing snail, spikey yellow woodlouse and a she cabbage tree, winning second prize!

Mountain Bike Race (20/9/14): CFP hosted this event at MF with a café in the Visitor Centre and a variety of MF conservation activities (see SGR TWO 6.6).

CFP has designed and produced its own T-shirt for staff and volunteers to promote its work to the public (see Doc 22: T-shirt design).

#### Activity 5.7

A monthly Volunteer Day is now established on the first Saturday of each month at various locations. Over the year CFP held 12 Volunteer Days, attended by a total of **230** volunteers of all ages, contributing a total of **575** hours of work to the project (see photos 1, 2, 4, 5).

Locations followed by volunteer attendance: MF [4 events: 14, 4, 10, 21], HP [3 events: 12, 17, 8], Blue Hill Forest School [2 events: 0, 1], Harford Primary School [1 event: 58], St Paul's Primary School [1 event: 54], SHAPE charity [1 event: 31].

Secondary School 'Enrichment Studies' have been hosted by CFP for 9 afternoons in 14/15, with around 10 pupils per session; Primary School 'Kid's Tree Club' started Nov 2014 with 9 sessions for 14/15, with about 15 pupils per session; 4 Long-term volunteers contributed 289 days (2023 hours); a disabled person 37 days (259 hours); a person on Community Service for 21 days (157 hours); along with other day volunteers.

Total number of people engaged with voluntary work: **336**. Total hours contributed to project: **3333**.

#### Activity 5.8

Both Colin Clubbe and Marcella Corcoran at RBG Kew have been kept informed of the timeframes and budget for their visit. CFP awaits confirmation regarding their availability.

## 3.2 Progress towards project outputs

### Output 1

The Masters degree on carbon sequestration is due for completion in June 2015 (see Activity 1.1, 1.2). Progress with Tourism St Helena has been slow, due to staffing changes in both CFP and SHG Tourism.

There will be a change request for Indicator 3, making the carbon offsetting scheme local and voluntary (see Activity 1.3).

Shayla Ellick will achieve her Masters and complete her research by project close. However the breadth of species covered in her work has been reduced to just Gumwood on the advice of her two degree supervisors (Dr Rob Marchant and Dr Alan Gray) due to the demands of the fieldwork and data analysis. What her research will establish is the protocol for working out the carbon off-setting potential of other endemics.

Over the next 18 months, pending the approval of the change request, CFP will be engaging with Tourism St Helena and other local initiatives, to set up a local, voluntary carbon offsetting scheme, based on the Masters research, and promoted by both SHG Tourism and SHNT.

SHG is considering the implementation of a 'Green Tax' once the airport development has entered its operational phase. The CFP carbon off-set work will provide some of the technical data needed to consider options for a green tax in a considered and robust manner. The project will remain engaged in pursuit of options for revenue generation through SHG carbon offsetting schemes although a compulsory contribution to carbon offsetting is looking unlikely at present due to sensitivities over the cost of passage.

### Output 2

For progress please see AR Activities 2.2, 2.3, 3.4.

The refurbishment of the old Blue Hill School is nearly complete. All interiors except the toilets have now been repainted, minor repairs carried out throughout, rubbish removed, furniture reupholstered, and new exterior sink installed. Rewiring of the whole building is in progress. Outside a new fire area has been made surrounded by endemic planting, tree surgery carried out for safety, a new garden created for vegetables, and a new wooden ramp installed for disabled access.

Feedback forms returned for FS responded to 'How satisfying was the experience?' with an average score of 9.5 (out of 10) and 9.3 for 'How do you feel it benefited the class?'

Indicator 1 has been achieved. Indicators 2 & 3 are progressing as planned (see AR 2.3, 3.4, 5.5, 5.6).

CFP has now effectively set up a Forest School on the island, and will actualise this output by project close. The Blue Hill Forest School will soon be fully refurbished. Over the next few months SHNT will be taking out a lease on the building to ensure security of tenure and continuity of use for FS. It will also ensure continuity of use of the building for project partner New Horizons.

### Output 3

Cynthia Llas, the NVQ trainer has been training two apprentices since October 2014 (see Activity 3.2, 3.3). She has developed a whole range of training resources (see examples Docs 9a, 9b). Of the 14 Units being taken for the Diploma, 6 have been fully taught, and 7 partly. The apprentices have also trained with project partners (see Activity 3.3).

### Indicator 1

Due to the difficulty of recruiting apprentices (see AR Activity 3.2), along with the capacity on island for Assessors (see below) and Internal Quality Assurers (see Output Level Assumption 3) a change request will be submitted reducing the number of trainees from 12 to 4.

Currently there is only one NVQ Assessor on island trained for the Environmental Conservation Diploma (Vanessa Thomas, EMD). She has no extra capacity to assess SHNT trainees. Jason Curtis has just completed his theoretical Assessor training (14/4/15) and can now start assessing the two apprentices as part of his own training.

## Indicator 2

Kayleigh Harris, one of the current NVQ apprentices, has already gained employment with the airport LEMP project (see Activity 3.3). She will continue her training there, and be assessed by Jason.

## Indicator 3

CFP is currently in talks with SHG Tourism and private tour guides about setting up training in eco-tours for apprentices and staff.

## Output 4

Management of the project's three main sites is going very well. A total of 5791 plants have been planted for the period (see AR Activity 4.2).

## Indicator 2 and 3

Millennium Forest (MF) (3604 planted) has seen a dramatic increase in activity since employing an extra two workers (see photo 10). There have been excellent results from investing heavily in new rabbit fencing and drip-line irrigation, as rabbit damage and drought are the two main causes of establishment failure at this site (see photo 8). Key areas have been identified, fenced and irrigated to focus restoration work. Trapping of rabbits has been intensified due to the input of the long-term volunteers and 43 have been caught from Nov 14-Feb 15.

Baseline surveys have been carried out to monitor gumwood and ebony height, spread and canopy cover for comparison at the end of the project. A more sophisticated approach to invasive plant control and eradication has been adopted (see Activity 4.4). Within the main restoration area known as 'Gateway' a total of 8 new endemic species are being successfully established as understory to the main potential canopy of Gumwood, Rosemary and Ebony. The focus of planting is on creating endemic canopy and understory cover as quickly as possible in order to create essential micro-climate, stop erosion, accelerate soil formation, keep out invasive species and establish an endemic ecology (see photos 12, 13). This priority is leading to a pattern of intensive planting over smaller areas, as opposed to dispersed planting over larger areas. This may have an impact on projected hectare figures, but will increase the successful restoration of endemic ecologies in the long-term.

The only seed-orchard for the critically endangered St Helena Boxwood (*Mellissia begoniifolia*) is managed by CFP at the MF site. The original planting area is very exposed with high mortality, therefore a new seed-orchard is being established in 'Gateway'.

High Peak (HP) has developed well in terms of planting (1771 plants), invasive clearance and access. The area of our restoration site, known as the Ginger Patch, has expanded by 775 square meters to 1131 square meters (March 2015), from the 356 square meters inherited (and now maintained and enhanced) from the previous Darwin project (see Doc 10). As at MF, the focus is on dense planting to establish endemic cover as soon as possible (see photo 15).

One of the key outputs for the management plan is to eradicate fuchsia (*Fuchsia coccinea*) which is a major invasive of the main Peaks area. At HP it is currently mainly on the north side where CFP are working. It has responded well to herbicide treatment in combination with manual clearance where necessary (see Doc 11). A new invasive plant guide (as for MF) is currently being prepared by one of our long-term volunteers.

Access to our restoration site has been greatly improved by cutting a new 100m path to the HP picnic tables where there is space for parking. This now links with a new path created through the restoration area, which now has a length of about 100m (see photo 14).

Blue Point (BP) (total planted: 416) has focused on consolidation of the successful areas inherited from the previous project. It is a very challenging site due to its isolation, lack of vehicle access, extreme exposure, active erosion and mammal predation.

The previous project created 18 small fenced areas after experiencing huge losses to rabbits. Since then feral sheep have become a major problem, breaking down fences designed for rabbits. Also the salt-laden winds have led to the complete disintegration of the original fences in less than a year. Several of the fenced areas showed poor establishment and growth rates, therefore 8 have been dismantled and removed, transplanting survivors; 6 will be re-fenced



with plastic-coated wire, and 4 are in good condition. Work has focused on the successful areas by upgrading the fences against sheep and intensification of endemic planting within (see photo 11).

BP is also a site of nationally important wild endemic populations, with one of the best natural Scrubwood (*Commidendrum rugosum*) sites in the world. Rabbit damage is considerable, but due to constraints of time and gun skills there is no possibility of CFP trapping or shooting at this site. The only current workable solution is baiting, which is currently illegal in the UK and therefore also on St Helena. Jason has had meetings with Dr Jill Key (Pests and Biosecurity, ENRD) and Ross Towers (Manager of LEMP) to explore the possibility of allowing baiting on St Helena. What CFP has been able to do is bait for rats and mice at the remnant Scrubwood populations.

As a 'Community Forest' this site is problematic as there is little local community and it is too isolated for most community events. As part of the change request, CFP will be asking to focus more on the school mini-forests for this kind of engagement.

In terms of verifying this output, a management plan review will be carried out at the current mid-point of the project as a priority after this Annual Report is submitted. Collation of data about successes and failures in the restoration work is ongoing and will be written up towards the end of the project as site-specific restoration guides.

CFP has already surpassed its Outcome indicator of planting 5000 endemic trees and plants (total for CFP to March 2015: 9992). The project sites will continue to have weekly to monthly work carried out, and will clearly show an increase in positive management.

#### Output 5

A change request will be submitted to shift the emphasis of Output 5 from social enterprise to community engagement. As mentioned previously, the project sites offer very little opportunity at present for product sourcing. Honey production is problematic in terms of introducing a non-native pollinator to MF where there are hybridisation issues, being too wet at HP for bees, and too isolated at BP for maintenance.

In terms of social enterprise the focus has been on:

Composting: new composting stations installed in Jamestown (3) and MF (1), all material being used for the nursery potting.

Sale of endemic plants: there is a clear, growing demand from the public to purchase endemic plants from MF nursery. However CFP is not allowed to sell plants until EMD release their policy on the sale of endemics, which is due out in May 2015 (Ben Sansome, Head of EMD, pers. com.). In the interim CFP has been giving endemic plants away in return for a donation to the Trust, which over the period has raised £220. MF tours and tree planting (see AR Activity 5.5) raised £705. The café at the MF Visitor Centre for the Mountain Bike Competition (20/9/14) raised £57. Monies raised directly by the project for the MF fund for 14/15: **£982**

The criteria for verifying this output will be subject to a change request.

The vision is to create a small endemic garden centre at MF, and once EMD have released their policies in regard to this, there should be no further blocks to this new source of regular, sustainable income.

Creating a sustainable income through carbon offsetting schemes entails the cooperation of organisations such as Tourism St Helena, SHG and possibly Comair, the new island airline. At this point there are no guarantees for this, but CFP will do all that it can using the new Masters evidence to ensure that the conservation work of SHNT benefits from this potential revenue resource.

### 3.3 Progress towards the project Outcome

#### Measuring Outcomes Indicator 1

A change request will ask that this indicator becomes:

'Sustainable income for conservation is generated from on-going eco-tourism and its associated potential for revenue from carbon offsetting, based on scientific research into the carbon storage potential of endemic restoration work.'

The aim will be to verify this with:

- SHNT's Carbon Offsetting Scheme being locally recognised, supported and promoted by SHG Tourism, allowing tourists to calculate their carbon footprint, calculate the number of endemic trees that are needed to offset this, and donating accordingly.
- Official sponsorship of the local SHNT offsetting scheme by SHG Tourism.
- Evidence of revenues raised by tourist donations through the scheme.
- Masters research is published and fact sheet provided about carbon offsetting potential of endemic restoration.

Progress on these indicators will depend to some degree on the collaboration with SHG Tourism, but there is no reason to doubt that this will happen. This scheme will be designed to function well beyond the life of the project to provide sustainable funding for SHNT's future conservation work.

#### Measuring Outcomes Indicator 2

A change request will ask that this indicator becomes:

'Forest Schools is established on the island as a pioneering outdoor learning resource for all.'

Verifying: For numbers of children experiencing FS for this period see AR Activity 2.3. Within the next couple of months, two local educators will be fully qualified as FS teachers (see AR Activity 2.2). For press articles about FS please see Doc 8.

Project expected to achieve outcome.

#### Measuring Outcomes Indicator 3

A change request will ask that this indicator becomes:

'Local people are trained in conservation skills to expand the island's long-term conservation capacity, and to create sustainable employment and local careers.'

Verifying: Number of Diplomas in Environmental Conservation NVQ. Currently two apprentices training, third person ready to start. A change request will ask that the number required be reduced from 12 to 4. In terms of employment in the environmental sector, we currently have one under-graduate now in full-time work in this sector.

Project will achieve outcome if change request is accepted. It will however be reliant on recruitment, the success of the apprentices in gaining their qualification and their ability to secure employment in the field.

#### Measuring Outcomes Indicator 4

A change request will ask that this indicator becomes:

'Endemic habitat restoration will expand key biodiversity sites making them more resilient, with the aim of creating self-sustaining ecologies, maintaining and protecting endemic biodiversity in-situ.'

Verifying: Up to March 2015, 9992 endemic trees and plants have been planted by the project. Year 1 baseline surveys have been completed, and can be compared with some mid-project results (see Doc 10). The habitat restoration plans will get a mid-project review in May 2015.

Project expected to achieve outcome.

#### Measuring Outcomes Indicator 5

A change request will ask that this indicator becomes:

'Local communities and schools are engaged and involved in conservation, actively managing and taking responsibility for their endemic environments. The tourism potential of the projects sites is enhanced with better access and interpretation. Social enterprise opportunities within

conservation are developed and promoted. Voluntourism is developed and contributes directly to the project and indirectly to the local economy.'

Verifying: Five endemic mini-forests are now established at all the island's schools (see photos 1, 2, 3) and its disability charity (see photo 5). 'Kid's Tree Club' was established in Nov 2014 and is now meeting once a month at each primary school site. CFP has hosted the secondary school 'Conservation Enrichment' afternoon once a month from 2013. Feedback forms will be given out and results responded to.

For social enterprise so far, see AR 3.2 Output 5.

Site interpretation: A new set of A5 metal signs for endemic plants are being developed that can be used at all the sites (see Doc 12). They are full of photographs and stories to help identify and engage. Further improvements in access and signage are planned for all the sites.

Voluntourism for the period has seen 4 long-term volunteers (LTV) travel to St Helena (from Canada, France and UK) to volunteer on the project (see Doc 21: LTV feedback form). In return for accommodation they have offered a total of 289 days work (2023 hours). They have all been graduates or undergraduates and have brought many diverse skills and much knowledge, giving a huge amount of work (see Doc 16) and enabling important achievements (see e.g. MF non-native plant guide [Doc 6], A5 endemic signs [Doc 12]) that are beyond project staff capacity.

Project expected to achieve outcome, if the coming change request is accepted.

### **3.4 Monitoring of assumptions**

Outcome Level Assumptions:

Assumption 1: UK Government and SHG projections of post-airport construction tourist numbers are achieved or near achieved.

Unknown until the opening of the airport scheduled for Feb 2016.

Assumption 2: Project partners, particularly SHG and the Education Directorate, maintain positive participation with the project.

Education Directorate have provided unstinting support for the FS and NVQ elements of the projects. EMD have collaborated with the NVQ training, and offer support in the growing of plants, although relations with the project have at times been strained. Jason and Cynthia are doing all they can on existing cooperation.

Assumption 3: A sufficient number of Saint Helenians are interested in developing social enterprise initiatives and produce forest crafts.

Due to the planned shift away from enterprise and forest crafts to schools and community engagement, this assumption may no longer be so important. As a whole, interest in enterprise on St Helena is not huge and this will impact all aspects of this kind of endeavour.

Two further assumptions that may be a part of a change request:

Assumption 4: SHG will set up a 'green tax' within the lifetime of the project and the scale of island tourism and endemic restoration justifies an international offsetting scheme. (This assumption will no longer be necessary if a change is accepted to allow offsetting to be local and voluntary.)

Assumption 5: There will be sufficient interest from potential applicants and the capacity on island to assess and verify candidates to train 12 NVQ apprentices, and there will be sufficient employment available in conservation and tourism to employ 75% of graduates of the NVQ. (This assumption will be reduced to '4 NVQ apprentices' if a change is accepted to reduce the number of candidates.)

Output Level Assumptions

Assumption 1 and 2 are good.

Assumption 3: Saint Helena maintains City & Guilds accreditation and appropriate trainers and assessors are on island.

This assumption was not the case for 12 NVQs in Environmental Conservation, especially in terms of Assessors and Internal Quality Assurers. However, if there can be a reduction to around 4 candidates, and Jason completes his Assessor training, then the assumption can be made good. Jason can only take on two apprentices as part of his training, which will take until October 2015. After this there will only be time to train and assess 2-3 more candidates.

Assumption 4: Appropriate staff are recruited and complete contracts.

This has not been the case, as two staff have left the project. Recruitment has remade a full team, but this situation impacted the project in many ways, from a very challenging workload for remaining staff in the second half of 2014, to the delaying of the Nursery Officer's UK RBG Kew training.

Assumption 5: Sustainable forest products and honey are viable and there is enough interest on island.

This assumption does not hold for reasons explained in Output 5.

### **3.5 Impact: achievement of positive impact on biodiversity and poverty alleviation**

#### Biodiversity Conservation

CFP's three main sites are restoring in-situ populations of 24 endemic trees and plants: 15 are listed on the IUCN Red List of Threatened Species (3 Vulnerable; 7 Endangered; 3 Critically Endangered, and 2 Extinct in the Wild). About 60% of these plants do not currently have wild, robust, self-sustaining populations. The project is progressing the restoration of two habitat types of which no trace remains: 'dry gumwood forest' at MF and 'cabbage-tree woodland' at HP. During 14/15, 6869 endemics have been planted. Much focused effort is going into successful establishment such as intensive weeding of invasives, irrigation with waste water and fencing against feral sheep and rabbits. Results so far are good, but can only be quantified after the project-end surveys. Establishing natural, self-regenerating populations at our sites will make considerable progress in securing a better future for St Helena's unique biodiversity. Currently 8 species are showing signs of natural regeneration.

Endemic habitat restoration at the CFP sites, in conjunction with that undertaken by SHG, forms the basis of invertebrate conservation on the island, and with over 450 endemic invertebrates this is of major importance. The interaction of the endemic Wirebird with endemic vegetation is unknown as there is almost none remaining within its range. The continuous expansion of the Millennium Forest, which is surrounded by Wirebird habitat, can provide the possibility of this kind of study.

#### Human Development and Welfare

Creating endemic forests contributes to eco-tourism on the island, with tourism being the main focus of economic development as the new airport becomes due for completion in 2016. With less than 1% left of endemic habitat ([www.shncg.org/invertebrates/](http://www.shncg.org/invertebrates/)) restoration is an imperative for St Helena's extraordinary biodiversity. CFP is working hard to establish new habitat, make its sites more accessible to the public, both local and overseas alike, and improve site interpretation and information. By offering globally unique nature sites, CFP is part of the foundation of the island's future economy and prosperity. These sites also offer invaluable educational, cultural and personal opportunities for local people, reconnecting them to their own biodiversity and sowing the seeds of interest and passion for future island conservation. This is especially true for the school mini-forests which are already key learning and engagement sites for the next generation of Saints.

CFP has offered training to two young Saints in conservation skills for the NVQ, improving their chances of employment. One apprentice has already secured employment in the field. Two pupils of the secondary school carried out 4 and 6 week work experience placements in July/Aug 2014.

CFP has offered a once or twice weekly placement to a local disabled man since June 2014 (a total of 37 days for the period) and created a new endemic garden at SHAPE, the island's disability charity, which is now maintained and developed by their clients. CFP staff have been collaborating with the St Helena Prison Service and one person on Community Service has

worked unpaid on the project a total of 21 days (157 hours) from Feb-Oct 2014. He has contributed carpentry skills to assist at MF and with the refurbishment of the BHFS, which has also had input from young people at New Horizons.

CFP has engaged and worked with children from all the island's schools through the extensive environmental education of CFP's Forest Schools programme, Enrichment Studies, Kid's Tree Club and Volunteer Days. A connection to nature at an early stage lays the foundation of more respect for themselves and their environment. In terms of natural ecologies, St Helena is one of the most impoverished on the planet (Prof. Quentin Cronk, pers. com.), and this work of engaging the new generation in its restoration could be seen as key to future personal, cultural and economic wealth.

Millennium Forest and Nursery is now employing three local people, directly adding to local incomes through sustainable employment.

#### **4. Project support to the Conventions (CBD, CMS and/or CITES)**

##### **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.

During the year 14/15 there has not been project interaction with host country convention focal points.

For how CFP is supporting the individual articles of CBD and Aichi Biodiversity Targets see Doc 13.

#### **5. Project support to poverty alleviation**

The current situation on St Helena in terms of poverty includes: low wages (often about £6-7,000 annually or lower, with certain high costs of living, such as food and imported products); many pupils leaving school before 18; only a small (but growing) sense of ownership of endemic biodiversity; widespread health issues such as diabetes and obesity; a natural ecology which is almost entirely destroyed (less than 1% remaining); degraded land and destroyed soils (large areas of the island are eroded wastes, or covered in invasive trees and plants); and water security issues (severe water shortages in the previous two years).

Employment is currently near 100% due to large construction projects such as the airport and wharf, but once finished unemployment may once again become a problem.

Environmental education is at the heart of the project, and will connect and empower a new generation of Saints to take responsibility for their unique land and biodiversity, bringing the known physical, psychological and cultural benefits that a deep connection with nature bring. CFP's program of offering volunteering opportunities is supporting this process. These days are promoted as 'green gym' opportunities for getting and keeping fit.

CFP is playing its part in building up knowledge and resources for future endemic habitat restoration work. Already at MF the process of soil restoration is being monitored (see Quentin Cronk's work AR Output 3). This work will also be key to improving water security through native forest restoration in the future.

Direct monetary benefit has been facilitated by the project through increasing local employment at MF, and indirectly through supporting eco-tourism on the island, and promoting the idea that habitat restoration and biodiversity conservation are key island attractions.

CFP works hard to create inclusive decision making and planning, such as weekly team meetings and full-staff meetings at MF to make habitat management decisions, one of which resulted in a simple consensus management plan (see Doc 14). The resulting increase in initiative shown by project staff and MF workers is clearly related to their sense of ownership of the work and sites.

Please see section 3.5 above for further explanation of how CFP is contributing to poverty alleviation.

## **6. Project support to Gender equity issues**

CFP, as part of SHNT, has an equal opportunities policy for all aspects of the work. Male and female applicants for posts are treated the same and people are hired on experience, expertise and attitude.

CFP staff (as opposed to MF workers) who have been hired have consisted of five women and one man, making a recruitment rate for women of 83%. Both trainees for the UK Forest Schools training were women, as will be the Nursery Officer who will be training at RBG Kew. Both apprentices for this past year have been female.

The employment and training offered to women as part of CFP offers a direct contribution to gender equality in terms of empowerment, education and wealth. Having female-led educational initiatives contributes to offering empowered female role models for the next generation.

## **7. Monitoring and evaluation**

### **Output 1**

Completion of the research Masters is one of the key monitoring methods, along with dissemination of results. Progress with SHG Tourism in setting up a local, voluntary carbon offsetting scheme will also be an indicator. A clear quantitative evaluation will be actual funds raised through this potential scheme.

### **Output 2**

Two young Saints becoming fully qualified and UK certified Forest School teachers is a key monitoring method for this output. Numbers of FS sessions, Education Pack sessions, kids activity days etc. are quantitative evidence of the establishment of FS on St Helena. Completion of refurbishment of the Blue Hill Forest School will be qualitative evidence, as will feedback forms.

### **Output 3**

Qualified NVQ Diploma graduates will be the main evaluation of this output. Proof of training attendance and the portfolio of evidence that each apprentice has to make offers qualitative evidence of apprentices' abilities and learning. Jason Courtis qualifying as an NVQ Assessor will provide evidence of the project's increasing capacity in regard to this output. Employment by apprentices in the environmental field fulfils an indicator.

### **Output 4**

Numbers of endemic plants planted at all the sites gives quantitative evidence of site work and nursery production. Comparison of Year 1 & 3 site surveys gives evidence of survival rates, hectares covered by restoration work, return of endemic ecological function and success of invasive removal/control. Evidence of natural regeneration, this being the ultimate goal for the sites, will be carefully observed and monitored. Documents such as invasive management guides and site restoration guides will act as legacy.

### **Output 5**

Numbers of volunteer and school hours are quantitative evidence of community engagement. Photographic evidence of school and charity mini-forests, combined with feedback forms assess success of these community initiatives. Monies raised by MF activities, tours and plant donations/sales is evidence of social enterprise. Increased local employment for MF workers is evidence of direct income benefits.

Achieving the project Outputs and Activities will in the main clearly be fulfilling the requirements of the project Outcome indicators (see Section 3.3 above).

## **8. Lessons learnt**

Shayla Ellick has done a great job of taking responsibility for, organising and carrying out her Masters. The UK training for Forest Schools and its ongoing establishment on the island has worked extremely well, mainly due to the dedication of the FSO, Martina Peters and ED teacher Sheena Isaacs. Important learning is that if you support and facilitate staff and associated partners they will achieve their outputs. Having the dedicated and very experienced support of

Vivienne Ward from the Education Directorate has been key for the successful establishment of FS on the island.

The NVQ training has been challenged by the lack of interest from local people, and although this is exacerbated by the extensive employment offered by large island construction projects, it is also part of a cultural issue of a certain ambivalence towards educational, personal and professional development, along with interest in St Helena's unique wildlife still being in its formative stages. CFP can only contribute a small part to the evolution of these issues, and projects in their preparative stages need to be keenly aware of, and honest about, the island's opportunities and limitations.

Jason Courtis has found the original project mandate to be very wide-ranging, and difficult to incorporate all the somewhat disparate elements. On an island with such intense biodiversity pressures and threats, along with such a pressing need for community engagement, it would be suggested to focus on achievable elements within these arenas, and less so on tackling the wider, less immediately related issues, such as developing an enterprise culture.

Small island politics can be extremely challenging and highly compromising of cooperation in situations when it is much needed. This also seems to be a particular issue within nature conservation where there often seems to be a proliferation of factions with differing stances (Prof. Quentin Cronk, pers. com.). Jason Courtis found the learning note on Poverty and Biodiversity extremely helpful. Maybe something similar could be developed for helping non-local staff negotiate local community and conservation politics? If things could have been done differently, the Project Manager would have taken more time to understand how sensitive and volatile the local situation is, ensuring that permissions and agreements were sought for every element of the work, no matter how small.

Encouraging innovation and independent, reflective, problem-solving thinking into the work and staff is paying dividends, and is a key part of legacy for the project. New techniques in habitat restoration are showing excellent results and this progress needs to be monitored to ensure future success.

Remote islands can be challenged in getting the right staff at the right times, with lack of continuity being a scourge of habitat restoration work. Losing half the original staff on the project in 2014 was challenging in the extreme, both for loss of expertise and the resulting overwork for remaining staff. In addition, small, isolated communities offer little opportunity for escape from work pressures. This can result in significant personal strain. Clear boundaries and good pacing are essential skills to avoid burn-out.

Community engagement is not easy when there are so many competing issues and interests. Volunteer Days at CFP sites attract between 5-15 people, whereas at the schools as many as 60 have turned up to help. This was the impetus behind the school mini-forests, because it became clear that the project, if it was to engage, needed to go to where the interest is. Again, it is suggested that in project writing, being real about the current possibilities is important, with activities and indicators more grounded in local understanding.

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

As outlined in the previous AR review, several Outcome indicators (1,3,5) and their associated Output indicators and activities needed to be revised. Due to staff changes and resulting increased workload for remaining staff, this important change request has not yet been submitted. Much work has already been carried out, including full consultation and feedback from both the Steering Group and RSPB. It is scheduled as a priority, along with a review of the habitat restoration plan, as soon as the current AR is completed.

Outcome level assumptions have been fully reviewed as suggested in Section 3.4 above.

A review of the exit strategy can be found in Section 11 below.

The Darwin Initiative is now on the Facebook page.

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

The period April 2014 – March 2015 has seen significant staff turnover and change in roles (see Doc 4: staff changes for CFP). In June 2014 the original Project Manager (PM) Katrine Herian resigned, after leaving for the UK on compassionate leave in early April. The original

Project Coordinator (CO) Jason Courtis, was promoted to PM in July 2014. No in-person hand-over of the role was possible. A long-term volunteer Cynthia Llas started as the new CO in October 2014. The original Nursery Officer (NO), Belinda Thomas, resigned in July 2014. Brianna Yon was appointed as the new NO in September. The staff changes have been very demanding over an extended period, but from December 2014 all those working on the project have stepped fully into their new roles.

A continuing risk to conservation work on St Helena is continuity, of both habitat care and human resource. Both these factors depend on consistent funding, which CFP is aiming to address in part by creating sustainable income. With invasive pressure being so great here, and habitats so degraded and fragmented, ecological resilience is still extremely low for most sites. What happens to CFP's sites after the project is of major importance if gains are not to be quickly lost.

Living on St Helena for off-islanders can be very challenging in terms of isolation from friends, family and home culture. Ensuring that knowledge gained by these staff before they leave is key to building an island foundation of best-practice, along with building up local human resource.

## **11. Sustainability and legacy**

CFP is now well known on St Helena for its work at MF and within the schools. This has been promoted with many newspaper articles (see AR Activity 5.6 and Doc 8), radio shows (SHNT has a regular Friday slot where all CFP events are publicised), events and person to person promotion and interaction. The project is welcomed and encouraged by all four of the island schools, whether for the mini-forest Volunteer Days, monthly Kid's Tree Clubs, Enrichment Studies, FS sessions or Education Pack work.

In terms of capacity, staff and apprentice training both here and in the UK has so far focused on 7 local people (2 staff, 2 apprentices, 3 MF workers), building up island human resource for conservation (see Doc 15). FS is embedding the importance and value of St Helena's environment into the new generation of Saints, sowing the necessary seeds for local future interest and commitment. This interest in the endemics is growing, and CFP does all it can to capture and develop that ember, whether through school mini-forests, tours or provision of plants for gardens. Permission to set up plant sales at MF will be a key facilitator of this growing connection between local people and plants. Online resources are a CFP Facebook page (<https://www.facebook.com/communityforests>) and the SHNT website (<http://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/>).

The capacity of the endemics to be self-sustaining increases with each successfully established plant, with the corresponding expansion of endemic habitat, and CFP is making good progress here. All sites are focused on multi-species restoration, increasing the possibility of long-term endemic resilience as the sites find their own natural balance.

The popularity of our sites and work will be monitored during the remainder of the project and will give weight to arguments for the economic value of habitat work in terms of tourism, and cultural value in terms of national identity and health from outdoor pursuits. The success of CFP's volunteer days and voluntourism programme for long-term volunteers adds to this evidence.

Reviewing the exit strategy, there is uncertainty about the amount of revenue that will be sustainably created beyond the project from both social enterprise and carbon offsetting schemes. The habitat work at the sites, the endemic nursery, and Forest Schools all need continuity as a key part of their success. SHNT recognizes the importance of continuing to build on CFP's achievements beyond the life of the project and is able to provide organizational stability in this regard.

To maintain progress SHNT needs to find reliable sources of long-term funding, building up its core human resource, and taking further ownership and responsibility for its sites. There are hopes that MF will come under SHNT ownership in the near future, which will hopefully secure its future. CFP must do all that it can to support these aims through a project legacy of well managed, stabilising sites, well trained, motivated local staff and apprentices, and evolving means of revenue creation.



## 12. Darwin Identity

CFP has promoted the Darwin Initiative in most of its newspaper articles (e.g. headline of Sentinel article 6/11/14 “Darwin Initiative Project Beautifies SHAPE: Community Volunteers Revamp Garden”). All newspaper adverts (volunteer days, events, job vacancies) and CFP promotional material displays the DI logo, including the new A5 signs and the project T-shirt (see Docs 1, 2, 8, 12, 17, 22). DI logo is on project vehicles. The CFP facebook page also displays the logo.

CFP always promotes DI as its main funder. There are several Darwin funded projects on St Helena, that are clearly linked to environmental and biodiversity projects. Those likely to be familiar with it are those working in the environmental field and those in related government departments.

Streaming video on the island is very consuming of megabytes which are very expensive here, therefore video has not be used much for promotion.

## 13. Project Expenditure

**Table 1 Project expenditure during the reporting period (1 April 2014 – 31 March 2015)**

Project spend (indicative) since last annual report	2014/15 Grant (£)	2014/15 Total Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
<b>TOTAL</b>	<b>91,166.42</b>	<b>91,098.25</b>		

CFP Change Request 5 transferred £9,300 from 14/15 to 15/16, changing the 14/15 budget from £100,466 to £91,166.

All variance has been explained, submitted and accepted as part of CFP Change Request 6.

## 14. **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)

In this section you have the chance to let us know about outstanding achievements of your project over the year that you consider worth highlighting to the Darwin Secretariat. This could relate to achievements already mentioned in this report, on which you would like to expand further, or achievements that were in addition to the ones planned and deserve particular attention e.g. in terms of best practice. We may use material from this section for various promotion and dissemination purposes, including for example, publication in the Defra Annual Report, Darwin promotion material, or on the Darwin website. As we will not always be able to ask projects on an individual basis for their consent to publish the content of this section, please note the above agreement clause.

## Annex 1: Report of progress and achievements against Logical Framework for Financial Year 2014-2015

Project summary	Measurable Indicators	Progress and Achievements April 2014 - March 2015	Actions required/planned for next period
<p><b>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>6869 endemic plants planted (see AR Activity 4.1) covering 24 species, 15 of which are IUCN Red Listed as Threatened (see Activity 4.1), with the aim of creating self-sustaining natural ecologies for future improved security of biodiversity. Invasive control and eradication at project sites (see Activity 4.4).</p> <p>Extra local employment created at MF (see Section 3.5). Community engagement through creating endemic sites planted and maintained by local residents and children (see Activity 5.6), including Community Volunteer Days, schools mini-forests, Kid's Tree Club. Improving lifestyles for local disabled people (see Section 3.5). Rehabilitation of offenders through environmental work (see Section 3.5).</p>	
<p><b>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>1) Masters degree nearly complete, which will provide the scientific data upon which a carbon offsetting scheme for endemic restoration will be justified.</p> <p>2) Forest Schools Officer and Primary School Teacher trained in the UK to OCN Forest Schools Leader Level 3 and now actively engaged in delivering Forest Schools programme. Alternative outdoor learning educational experiences now offered on island at the refurbished Blue Hill Forest School. On-island knowledge of environmental</p>	<p>1) Completion of Masters and application of results. Develop and promote with SHG Tourism a local, voluntary carbon offsetting scheme that will be offered to all visitors to the island.</p> <p>2) Completion of FS training for two graduates. Increase in sessions of FS for more island children. Increase of in-school and fieldwork sessions using the new Environmental Education Pack.</p> <p>3) Completion of two current</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><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>awareness and stewardship now improving. Education pack launched and implemented in schools.</p> <p>3) Two apprentices over half-way through their NVQ training. One undergraduate of NVQ Level 2 Diploma in Work-Based Conservation in environmental based employment. Jason Courtis completion of theoretical element of NVQ Assessor training.</p> <p>4) 5791 endemic plants planted, with good survival rates so far. Innovative techniques being introduced and CFP team and MF workers developing more sophisticated approaches to the work (see Section 3.2 Output 4).</p> <p>5) Community engagement successfully established at CFP sites, all schools and a local charity (see Section 3.1 Output 5). Voluntourism contributing to project work and local economy (see Section 3.3). Extra employment for local people (see Section 3.5).</p>	<p>apprentices training, assessment and graduation. Recruitment of two-three new apprentices in late 2015. Completion of NVQ Assessor training for Jason Courtis.</p> <p>Submit a Change Request to Darwin about the number of NVQs achieved.</p> <p>4) Review of Practical Habitat Restoration Work Plan to happen in mid-point of the project in May 2015. Habitat work to continue at all three sites.</p> <p>Submit a Change Request to Darwin about the hectares required.</p> <p>5) Continue to develop community engagement. Create further mini-forests with other community groups if resources allow. Continue voluntourism and local employment. Develop sale of endemic plants from MF nursery.</p> <p>Submit a Change Request to Darwin regarding this Indicator.</p>
<p><b>Output 1.</b> Masters degree level project completed on carbon sequestration leading to the</p>	<p><i>Indicator 1: Advertise Masters project year 1. Work in partnership with Masters level student and their</i></p>		<p>1) Shayla Ellick due to complete Masters in May 2015. Carbon sequestration project aims to be completed in year 3 of the project, with a</p>

<p>registration of Saint Helena Carbon Sequestration Project. Sustainable income stream developed for the community Forests.</p>	<p><i>academic institute to develop and complete carbon sequestration project in year 2 of project.</i></p> <p><i><u>Indicator 2:</u> 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><u>Indicator 3:</u> 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></p>	<p>local, voluntary scheme set up in partnership with SHG Tourism.</p> <ol style="list-style-type: none"> <li>2) Quarterly meetings with Tourism have not taken place due to staff changes/shortages and resulting excessive workload elsewhere in the project. These will start in May 2015. Inappropriate indicator in terms of no possibility of a mandatory 'levy' on visitors (see Activity 1.3).</li> <li>3) A change request will be submitted asking for the carbon offsetting scheme to be local and voluntary. Suggested change of indicator to actual monies raised from any offsetting scheme.</li> </ol>
<p>Activity 1.1. Advertise Masters project at academic institutions and recruit student</p>	<p>Completed.</p>	
<p>Activity 1.2. Complete Masters project</p>	<p>Planned completion in May 2015.</p>	
<p>Activity 1.3. Register Carbon Sequestration Project</p>	<p>Results from the research into the carbon sequestration potential of selected endemic tree species (Gumwood for Masters, Ebony for post-degree research) will be used to justify and establish a local, voluntary carbon offsetting scheme, operational by the end of the project.</p>	
<p><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>	<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>	<ol style="list-style-type: none"> <li>1) Forest Schools Officer and a Primary School teacher trained in FS Leadership in UK during June-July 2014. Training sessions complete in St Helena. Full qualification planned for May 2015.</li> <li>2) FS programme now well established on island (see Output 2). Planned increase in attendees during the remainder of the project.</li> <li>3) Secondary School Enrichment Studies were hosted by CFP for 9 afternoons in 14/15, with around 10 pupils per session; Primary School 'Kid's Tree Club' started Nov 2014 with 9 sessions for 14/15, with about 15 pupils per session; All ages at Volunteer Days: 230 people (575 hours); 4 Long-term volunteers for 289 days (2023 hours); a disabled person 37 days (259 hours); a person on Community Service for 21 days (157 hours); other day volunteers. Total number of people engaged with voluntary work: 336, total hours contributed to project 3333.</li> </ol> <p>Note: A change request will ask that Output 2 will shift from 580 individual</p>

		children to 1500 child experiences as it is almost impossible to keep track of individual children's attendance.
Activity 2.1. Recruit Forest Schools Officer		Completed. Martina Peters.
Activity 2.2. Research and develop Forest Schools Programme, including training		Training for Martina Peters and Sheena Isaacs due for completion in May 2015. Sheena will support the development of a Forest School programme for St Helena through integration of FS activities within the primary school curriculum.  Martina and Sheena have developed the FS programme on the island with sessions at the Blue Hill Forest School and using the new Environmental Education Pack (see Output 2).
Activity 2.3. Deliver Forest Schools Programme		See Output 2.
<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.</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>	<ol style="list-style-type: none"> <li>1) 2 apprentices currently being trained, one of whom has gained employment and is continuing her training there. Both will be assessed by Jason Courtis. Two new apprentices will be recruited over the next 6 months. A change request will ask to reduce number of Diplomas to 4, averaging 2 per year for year 2 &amp; 3 of the project.</li> <li>2) 50% of current apprentices have gained employment in the environmental sector (see Activity 3.3). This indicator is very dependent on the availability of employment in these sectors. CFP will do all it can to support graduates to gain employment afterwards.</li> <li>3) Training for the apprentices in this area has yet to happen. It forms no part of the official Environmental Conservation NVQ curriculum but CFP will incorporate it into the training.</li> </ol>
Activity 3.1. Recruit Community Forests Coordinator		Completed. Jason Courtis (Nov 2013 – June 2014, covering the post until Oct 2014). Cynthia Llas (Oct 2014 – present).
Activity 3.2. Recruit 12 NVQ apprentices over 3 years		See Output 3, indicator 1 above for details of the change request.  The NVQ training programme has been developed closely by Cynthia Llas with partners within the Education Directorate, including the AVES (Adult & Vocational Education Service) Manager Kerry Yon, NVQ Quality Assurance Coordinator Joyce Duncan and Work Development Coordinator Cynthy Bennett. There is ongoing support from Cynthy with regard to management and development of the apprentices.
Activity 3.3. Run training programme for conservation apprentices in the Community Forests		Operational and ongoing (see Output 3).
Activity 3.4. Deliver education sessions using Darwin Education pack as part of Diploma programme		Operational and ongoing (see Activity 3.4). However the Education Pack is not directly linked to the NVQ Diploma.

<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>	<ol style="list-style-type: none"> <li>1) Completed (For staff changes in 2014 see Doc 4).</li> <li>2) Operational and ongoing (see Output 4). Nursery production is hoped to increase yearly, but the new Nursery Officer Brianna Yon has needed time to learn her new role, and she will be spending some months in the UK training at RBG Kew during this coming year, which may impact on production numbers.</li> <li>3) Operational and ongoing (see Output 4). Most survey work will happen towards the end of the project, therefore proof of increase in positive management, although clearly evident on the ground, will not be fully monitored until 2016.</li> </ol>
<p>Activity 4.1. Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries</p>	<p>Operational and ongoing (see Output 4).</p>	
<p>Activity 4.2. Plant out trees in all three Community Forests</p>	<p>Operational and ongoing (see Output 4).</p>	
<p>Activity 4.3. Monitor habitat quality and survey all three Community Forests at start and end of project</p>	<p>Year one surveys of MF and HP completed. Planting numbers recorded for BP.</p>	
<p>Activity 4.4. Control invasives at all 3 Community Forests and research and implement best methods for removal</p>	<p>New non-native plant guide and control methods completed for MF (see Doc 6) and in progress for HP. Extensive aloe (<i>Furcraea foetida</i>), lantana (<i>L. camara</i>) and tungy (<i>Opuntia elatior</i>) cleared at MF. Good progress made on clearing wild ginger (<i>Hedychium flavescens</i>) and fuchsia (<i>Fuchsia coccinea</i>) at HP.</p>	
<p>Activity 4.5. Carry out species status evaluation to update IUCN red list</p>	<p>A change request will be submitted regarding this activity, which is beyond the capacity of project staff and being completed by Phil Lamdon.</p>	
<p>Activity 4.6. Carry out Wirebird habitat restoration and monitoring</p>	<p>Consultation with Wirebird specialists took place on how to progress habitat restoration for the species at the Millennium Forest (see Doc 7).</p>	
<p>Activity 4.7. Set up Wirebird interpretation area</p>	<p>Planned for the coming year.</p>	
<p>Activity 4.8. Set up steering group committee to meet monthly</p>	<p>The Steering Group meets quarterly, which is considered frequent enough. See Activity 4.8 above for details.</p>	
<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</i></p>	<p>All of these indicators will be subject of change request in May 2015.</p>

	<i>and available and being sold on island in Year 1, increasing Year 2 and 3. Honey exported by Year 3.</i>	
Activity 5.1. Research and develop Community Forests courses (including woodland crafts, flax crafts, honey production, developing eco tours etc)		This activity will be subject to a change request in May 2015.
Activity 5.2. Deliver Forest Products courses		This activity will be subject to a change request in May 2015.
Activity 5.3. Sales of forest products		This activity will be subject to a change request in May 2015.
Activity 5.4. Carry out tourism survey of 3 Community Forests each year		CFP will be asking SHG Tourism to assist in this activity in the coming year.
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 (see Activity 5.5).
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, and schools through Enrichment Studies and Kid's Tree Club (see Activity 5.6).
Activity 5.7. Deliver monthly conservation sessions to local public and tourists		A monthly 'Community Volunteer Day' happens on the first Saturday of each month (see Activity 5.7 for details). These events are open to all.
Activity 5.8. Monitoring and evaluation visit by overseas partners		Visit from RBG Kew in the planning for 15/16 (See Activity 5.8).
Activity 5.9 Dissemination of Project Results		To happen at the end of the project, when restoration guides and surveys are complete.

## Annex 2 Project's full current logframe

Note: Anything highlighted in **BLUE** indicates areas that will be subject to a change request that will be submitted in May 2015.

Anything highlighted in **GREEN** are the provisional proposed changes for the coming change request.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p><b>Goal:</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>Effective contribution in support of the implementation of the objectives of the Convention on Biological Diversity (CBD), the Convention on Trade in Endangered Species (CITES), and the Convention on the Conservation of Migratory Species (CMS), as well as related targets set by countries rich in biodiversity but constrained in resources.</p>			
<p><b>Outcome:</b></p> <p>Creation of three financially and ecologically sustainable Community Forests ensuring future existence and guardianship of key island biodiversity through environmental awareness and education, social enterprise and entrepreneurs, and carbon sequestration. By using each site as an outdoor classroom for alternative educational experiences, locals and visitors alike of all ages benefit from the array of opportunities offered, including: Forest Schools; inclusive engagement of young people; a Diploma in Conservation; carbon sequestration; and social enterprise through forest products, eco-tours, and voluntourism. The Community Forests will be greatly valued by all as sustainable, locally owned, natural resources of significant benefit to the island.</p>	<p><i>Indicator 1:</i> <b>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.</b></p> <p><b>Sustainable income for conservation is generated from on-going eco-tourism and its associated potential for revenue from carbon offsetting, based on scientific research into the carbon storage potential of endemic restoration work.</b></p> <p><i>Indicator 2:</i> <b>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,</b></p>	<p><i>Indicator 1:</i> Masters level project completed and publicised on carbon sequestration ability of Saint Helena target trees, such as gumwood, scrubwood, ebony, rosemary, she cabbage, and dogwood.</p> <p>Articles produced for Tourism Website <b>Saint Helena Carbon Sequestration Project registered with Forestry Commission UK</b> <a href="http://www.forestry.gov.uk/forestry/INFD-8JUE9T">http://www.forestry.gov.uk/forestry/INFD-8JUE9T</a></p> <p><b>SHNT's Carbon Offsetting Scheme is locally recognised, supported and promoted by SHG Tourism, allowing tourists to calculate their carbon footprint, calculate the number of endemic trees that are needed to offset this, and donating accordingly.</b></p> <p><b>Official sponsorship of the local SHNT offsetting scheme by SHG Tourism. Evidence of revenues raised by tourist donations through the scheme. Masters research is published and fact sheet</b></p>	<p><i>Assumption 1:</i> UK Government and SHG projections of post-airport construction tourist numbers are achieved or near achieved</p> <p><i>Assumption 2:</i> Project partners, particularly SHG and the Education Directorate, maintain positive participation with the project.</p> <p><i>Assumption 3:</i> A sufficient number of Saint Helenians are interested in developing social enterprise initiatives and produce forest crafts.</p> <p><b><i>Assumption 4:</i> SHG will set up a 'green tax' within the lifetime of the project and the scale of island tourism and endemic restoration justifies an international offsetting scheme.</b></p> <p><b><i>Assumption 5:</i> There will be sufficient interest from potential applicants and the capacity on island to assess and verify candidates to train 12 NVQ apprentices, and there will be sufficient employment available in conservation and tourism to employ graduates of the NVQ.</b></p>



increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship. (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%.)

Forest Schools is established on the island as a pioneering outdoor learning resource for all.

*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. (A change request is coming to reduce graduates from 12 to 4, meaning that if 3 graduates find employment that would be a 75% employment rate.)*

Local people are trained in conservation skills to expand the island's long-term conservation capacity, and to create sustainable employment and local careers.

*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.*

Endemic habitat restoration will expand key biodiversity sites making them more

provided about carbon offsetting potential of endemic restoration.

*Indicator 2: Project Annual Reports and End of Project Report showing numbers of school children worked with.*

The project will carry out knowledge reviews with children in year 1 of the project and year 3 of the project to gauge increase in environmental knowledge.

Forest Schools feedback forms for pupils and teachers.

2 fully UK trained Forest School providers.

Regular articles in local press

*Indicator 3: 12 diplomas achieved and awarded by City & Guilds*

4 diplomas achieved and awarded by City & Guilds.

[www.cityandguilds.com](http://www.cityandguilds.com)

*Indicator 4: Baseline surveys completed in Year 1 of the project compared to follow-up surveys in Years 2 and 3.*

Project Annual Reports and End of Project Report.

Review of Restoration Plans for the three sites – 2015 and 2016

*Indicator 5: Participants' feedback forms from forest products training courses.*

Project Annual Reports and End of Project Report.

All four schools engaged and active in endemic habitat restoration. Feedback forms completed by pupils and teachers at the schools about the benefits and legacy of these new endemic sites. Record of monies raised and methods used for social enterprise. Record of

	<p>resilient, with the aim of creating self-sustaining ecologies, maintaining and protecting endemic biodiversity in-situ.</p> <p>5 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 4.7ha, Blue Point 0.2ha, High Peak 0.1ha).</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>Local communities and schools are engaged and involved in conservation, actively managing and taking responsibility for their endemic environments. The tourism potential of the projects sites is enhanced with better access and interpretation. Social enterprise opportunities within conservation are developed and promoted. Voluntourism is developed and contributes directly to the project and indirectly to the local economy.</p>	<p>contribution of long-term volunteers to the project.</p>	
<p><b>Outputs:</b></p> <p>1. 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>Positive quarterly meetings throughout</p>	<p>Masters Project produced with publication of results</p>	<p><i>Assumption 1: A Masters level student can be recruited to deliver the carbon sequestration study in partnership with project staff</i></p>

	<p>project with SHG Tourism Directorate to set up SHNT's local carbon offsetting scheme for visitors to the island.</p> <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></p> <p>Income stream developed from SHNT's local, voluntary carbon offsetting scheme.</p>		
<p><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> <p>1500 school children experiences (no. of children x no. of sessions) 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>	<p><i>Indicator 1: Two Saint Helenians trained in Forest School Leadership in the UK.</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>	<p>Forest schools certificates awarded to young people. "How to" guide on Forest Schools in sub tropical regions produced. 2 local people trained in delivering Forest Schools.</p>	<p><i>Assumption 2:</i> Education Directorate maintain complimentary vision with the project</p>
<p><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> <p>4 NVQ Level 2 Diplomas in Work-Based Conservation achieved and awarded with specific training in running guided walks and eco tours</p>	<p><i>Indicator 1: 4 NVQ diplomas achieved annually, increasing skills on island.</i></p> <p>2 NVQ diplomas achieved annually, increasing skills on island.</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.</i></p>	<p>NVQ certificates. Mini nature documentaries produced by Diploma students on the islands flora and fauna to give to primary schools in partnership with secondary media studies course. The Diploma apprentices will also produce a regular newsletter and literature for tourists and local people for the project, along with regular newspaper articles.</p>	<p><i>Assumption 3:</i> Saint Helena maintains City &amp; Guilds accreditation and appropriate trainers and assessors are on island</p>

	<p>Numbers monitored and recorded. Ongoing tourism related positions gained will also be monitored.</p>		
<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>	<p>Restoration plan reviews and updates and project notes and reports fed into EMD NCA work. Scientific information of what endemics grow best in each community forest produced. Wirebird restoration report on impact of multi species restoration</p>	<p><i>Assumption 4:</i> Appropriate staff are recruited and complete contracts</p>
<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>Endemic mini-forests established at all four schools on the island, planted and maintained by the pupils, creating outdoor education classrooms and local ownership of endemic resources. Monthly sessions set up with each school to maintain, evolve and hand-over the sites. Voluntourism contributes significantly to the project outputs. Monies raised by work of project.</p>	<p><i>Indicator 1: Forest products and Honey Production course developed in Year 1.</i></p> <p>Mini-forests established, maintained and owned by all the schools and other community sites. Monthly visits by the project to work with pupils at each mini-forest. Sessions recorded of volunteer and pupil work at the sites.</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>Voluntourism days and activities recorded and reported. Benefit to project evidenced. Contribution to local economy estimated.</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> <p>Money raised from sale of endemic plants from project nursery, along with donations for eco-tours and tree planting at MF.</p>	<p>Course literature produced in year 1 for: running guided walks, how to deliver an eco tour, Forest products and bee keeping. Best practice guidelines produced for all of the above and How to set up a Social Enterprise on St Helena report produced.</p>	<p><i>Assumption 5:</i> Sustainable forest products and honey are viable and there is enough interest on island</p>

Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)

1.1 Advertise Masters project at academic institutions and recruit student

1.2 Complete Masters project

1.3 Register Carbon Sequestration Project

2.1 Recruit Forest Schools Officer

2.2 Research and develop Forest Schools Programme, including training

2.3 Deliver Forest Schools Programme

3.1 Recruit Community Forests Co-ordinator

3.2 Recruit 12 NVQ apprentices over 3 years

3.3 Run training programme for conservation apprentices in the Community Forests

3.4 Deliver education sessions using Darwin Education pack as part of Diploma programme

4.1 Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries

4.2 Plant out trees in all three Community Forests

4.3 Monitor habitat quality and survey all three Community Forests at start and end of project

4.4 Control invasives at all 3 Community Forests and research and implement best methods for removal

4.5 Carry out species status evaluation to update IUCN red list

4.6 Carry out Wirebird habitat restoration and monitoring

4.7 Set up Wirebird interpretation area

4.8 Set up steering group committee to meet monthly

5.1 Research and develop Community Forests courses (including woodland crafts, flax crafts, honey production, delivering eco tours etc)

5.2 Deliver Forest Products courses

5.3 Sales of forest products

5.4 Carry out tourism survey of 3 Community Forests each year

5.5 Set up, promote and deliver eco-tours and activities at all 3 community forests

5.6 Promote project to local population and tourists

5.7 Deliver monthly conservation sessions to local public and tourists

5.8 Monitoring and evaluation visit by overseas partners

5.9 Dissemination of Project Results

## Annex 3 Standard Measures

**Table 1 Project Standard Output Measures**

Code No.	Description	Gender of people (if relevant)	Nationality of people (if relevant)	Year 1 Total	Year 2 Total	Year 3 Total	Total to date	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	F	St Helenian	0	0		0	1
3	NVQ Diploma in Work-Based Environmental Conservation. Students will be from St Helena.		St Helenian	0	0		0	4
3	Open College Network Forest School Leader Level 3. Students from St Helena.		St Helenian	0	0		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.		St Helenian (majority)	0	300		300	580 (341 Primary, 239 Secondary)  Note: children-sessions are being counted instead of individual children.
6A	Environmental education sessions for primary and secondary school students, 1-2 hours per session.			202	348		550	?
6B	Training weeks provided (hours for all staff divided)	F (5)	St Helenian (4 days for a French citizen, Year 2)	6.5	6.4		12.9	?

7	Guide on FS in subtropical regions, FS video, NVQ training sheets, invasive plant guides	F (1), M (1)		0	2		2	?
8	RBG Kew project partner to visit St Helena in 2015			0	0		0	1
9	Habitat restoration management plan for 3 Community Forests			0	0		0	1
15A	Newspaper press releases which are also published online			1	7		8	12
17A	Establish Facebook page for the CF			1	1		1	1
19A	Radio interviews / features on SAMS or Saint FM			4	2		6	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	£21k		£21k	£28k
21	Blue Hill Forest School refurbishment as Forest School Field Centre			1	1		1	1
22	Permanent field plots to be established under the project at Millennium Forest: Gateway, High Peak and Blue Point			2	3		3	?
23	Value of contributions in kind from volunteer work,							



	SHNT / EMD / Kew / RSPB staff time, use of vehicles and equipment							
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**Table 2 Publications**

<b>Title</b>	<b>Type</b> (e.g. journals, manual, CDs)	<b>Detail</b> (authors, year)	<b>Gender of Lead Authors</b>	<b>Nationality of Lead Authors</b>	<b>Publishers</b> (name, city)	<b>Available from</b> (e.g. website link or publisher)
Environmental Education Pack	Teaching manual for Primary Schools	Jodie Mills, Martina Peters, 2014	Female	British, Saint Helenian	Self-produced	Will be made available on the SAERI (South Atlantic Environmental Research Institute) website (south-atlantic-research.org/)

#### **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.

## 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.	11MB, approved by EY
<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.	
<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.	Yes
<b>Do you have hard copies of material you want to submit with the report?</b> If so, please make this clear in the covering email and ensure all material is marked with the project number.	No
Have you involved your partners in preparation of the report and named the main contributors	Yes
Have you completed the Project Expenditure table fully?	Yes
Do not include claim forms or other communications with this report.	