

## 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 no more than 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, Civil Society Support; Royal Botanic Gardens Kew (RBG,Kew)&RSPB
Darwin Grant Value	£293,850
Funder (DFID/Defra)	Defra
Start/end dates of project	1 <sup>st</sup> October 2013 – 30 <sup>th</sup> Sept 2016
Reporting period (e.g., Apr 2015 – Mar 2016) and number (e.g., Annual Report 1, 2, 3)	April 2016, Annual Report 3
Project Leader name	Jeremy Harris, SHNT Director (May 2014 - Present);
Project website/blog/Twitter	<a href="https://www.facebook.com/communityforests">https://www.facebook.com/communityforests</a> <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	Rebecca Cairns-Wicks, Cynthia Llas and Martina Peters, 30 <sup>th</sup> April 2016

### 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 threatened (Lambdon & Ellick, 2014) and survives in isolated remnant habitats which are facing significant ongoing threats, particularly from rapid encroachment and damage by invasive species and increasing erosion.

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

improved ecological restoration, hands-on practical interaction, education and social enterprise, benefitting the livelihoods of local people.

There are many challenges to habitat restoration on St Helena. CFP is working in cooperation with the St Helena Government (SHG) Conservation Section of the Environmental Management Division (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 and training a new generation of conservation workers to ensure continuity of knowledge and skills.

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 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.

The three community forest sites are spread across the island: Millennium Forest in the north-east, High Peak (HP) 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.

## **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 project's Steering Group (SG) represents several island partners: Education Directorate (Vivienne Ward - Early Years Education Advisor to July 2015 and Wendy Benjamin, Assistant Director Schools, Sept 2015 to present), EMD (Shayla Ellick - Species Conservation & Environmental Research Officer and Mike Jervois, Terrestrial Conservation Officer from April 2015), and Civil Society Support (Liz Johnson). SHNT representatives are Rebecca Cairns-Wicks (SHNT Trustee and ecologist to October 2015) and SHNT Director (Jeremy Harris).

The partnership between the CFP and host country partners is based on sharing expertise and skills in order to make best possible use of local project resources to bring greatest benefit and to successfully deliver project outputs.

Overall, the partnership relations have continued to evolve through the project, and key relationships have been strengthened as we are working more closely on activities with shared goals (e.g. EMD and ED). We anticipate our relationships to be strengthened with Tourism in the coming months as we work with them on the tour guiding and carbon offsetting scheme and with ESH developing business opportunities at the MF.

**EMD** - We have continued to build the partnership work with EMD. We did experience challenges to our relations over the year. We are all passionate about conservation and relationships have been strained when non-local staff has a different view to the local position, this issue was raised in Section 8. Lessons learnt of the CFP AR 2014-15. The CFP team have worked hard to learn from this. We have good communication with our EMD colleagues, we are sensitive to local knowledge and are continually striving to develop good working practise through knowledge sharing. We are making really positive progress towards this and this has

been supported through 'away days' and working within EMD's nursery (Appendix Doc 1 and photograph in Doc 2).

The EMD nursery at Scotland has continued to provide support for the production of endemics for the Ginger Patch and High Peak (Annual Report (AR) activity 4.2) The CFP Nursery Officer, Brianna Yon, works at the EMD nursery one day a week to sow, pot on and care for the endemics grown. She is mentored and supported by the EMD Nursery Officer Vanessa Thomas-Williams and Nursery Chargehand Daryl Leo who cares for the seed and plants during the rest of the week. We have also initiated collaborative work days with EMD's peaks team (AR Activity 3.3) where we learn new skills, share working practise and expertise to develop relevant propagation and habitat restoration skills (Appendix Doc 1 & 2).

Shayla Ellick, Species Conservation & Environmental Research Officer, completed her MRes., titled "The carbon sequestration potential of *Commidendrum robustum* Roxb. (DC.) within the Millennium Forest restoration site, St Helena Island", June 2015 (full document is available at <http://etheses.whiterose.ac.uk/9337/> and see for abstract of the research (Appendix Doc 3) We have been collaborating with her, using the scientific data, to design the local voluntary carbon offsetting scheme (Appendix Doc 4)

In addition we have collaborated with the Agriculture & Natural Resource Division (ANRD) with regards developing competency in the safe use of pesticides and spraying of fuchsia (*Fuchsia coccinea*) at the Ginger Patch, HP (Appendix Doc 5).

**Education Directorate** – The partnership with the Education Directorate (ED) has continued to grow under the guidance of Wendy Benjamin, Assistant Director Schools, following the departure of Vivienne Ward at the end of her contract. We're very fortunate to have Wendy on the Steering Group (SG) and she has been instrumental in providing a strong support and steer on the integration of the Forest School into the Education Curriculum particularly amongst the Primary Heads.

The FS Officer has been proactive in furthering the strong links with schools and now joins primary teachers in their half-term theme planning sessions, contributing ideas to support the curriculum and linking to Forest Schools.

We work closely with Cynthia Bennett, Work Development Co-ordinator, and Joyce Duncan, NVQ Quality Assurance Co-ordinator, to support Marayka Henry our Environmental Conservation NVQ apprentice who is supported under the ED Apprenticeship Scheme and training the Project Manager as an NVQ Assessor (Jason Courtis up to October 2015 and currently negotiating training for Rebecca Cairns-Wicks and Martina Peters) so that the island has the capacity for completing the apprenticeships.

**New Horizons** – New Horizons has opted out of managing the Blue Hill Field Centre for the public. The SHNT are now negotiating to hold the full lease for the property so that we can secure the premises as a base for the Forest School programme and maintain a much valued community space keeping it open for rent by members of the public for away days and short stays. We share the field space at Blue Hill Field Centre with the Blue Hill Community Centre and New Horizons. We have agreed that New Horizons will continue to take care of the playground equipment and we will share the costs of grounds maintenance with the BHCC. Monies raised from rental will contribute to property and ground maintenance.

**Tourism** – We are working with Chris Pickard, Director of Tourism and Helena Bennett Tourism Office Manager in developing the carbon offsetting scheme. We will also be working with Tourism in the coming months to support their tour guide training and accreditation scheme. We will be both supporting the delivery of the course and using it as an opportunity to train CFP and SHNT staff.

**Civil Society Support**–Liz Johnson has continued to provide valuable insight and advice to support the CFP through the SG.

**RBG Kew**- hosted the CFP Nursery Officer, Brianna Yon (Appendix Doc 7). We are particularly grateful to Marcella Cocoran, UKOTs Horticulturalist, who was the main point of contact and facilitated the financial management of the visit. Marcella visited St Helena in March (29/02-11/03/16) to deliver a programme of nursery training under Darwin project (DPLUS037) which was attended by two of our staff (Brianna Yon and Christopher Clingham who is based at the MF nursery). During her visit Marcella took time to visit and provide advice on the MF nursery (Appendix Doc 8). Professor Quentin Cronk (RBG Kew) provided mentoring to PM Jason Courtis and has acted as a liaison between the CFP team and Kew since his visit last year.

**RSPB** – The SHNT has a very close relationship with the RSPB through the provision of financial aid to support the sustainable development of the SHNT and technical support to our projects and programmes. Their support has strong synergies with the outputs of this project. RSPB provided support for the change request (AR 2014-15) and continue to offer input as a project partner. Along with EMD, we are developing plans with RSPB as a collaborator for a potential BEST 2.0 bid which will help support the sustainable legacy of this project. We will also be hoping to gain from their experience as we develop our tour guiding.

### 3. Project Progress

#### 3.1 Progress in carrying out project activities

##### Output 1

##### Activity 1.1, 1.2

Shayla Ellick completed her Masters in June 2015 (DPLUS024) It is published on line at: <http://etheses.whiterose.ac.uk/9337/>.(Appendix Doc 3) for copy of abstract

##### Activity 1.3

We are actively pursuing the establishment of a local voluntary carbon offsetting (reduction) scheme (ref Change request 9 approved). Shayla Ellick and Rebecca Cairns-Wicks met with the new Director of Tourism, Chris Pickard and Tourism Office Manager Helena Bennett to introduce the concept and confirm support. A presentation (Appendix Doc 9: ENRC decision notice) was made to the Environment and Natural Resources Committee on the 21<sup>st</sup> April 2016 and their support in principal for the scheme was given. Planned launch date July 2016.

##### Output 2

Activity 2.1 & 2.2 achieved, reported AR 2013-14 & 2014-15

##### Activity 2.3

Martina Peters and Sheena Isaac delivered a total of 127 sessions, to 24 different classes – 3 Early Years, 17 Primary and 4 Secondary attended by 338 children (multiple sessions for each class resulted in 1,537 experiences for pupils) (Appendix Doc 10). This is a significant achievement.

Martina delivered 16 in-school sessions, field trips and activities, many of which using the Darwin Education pack, amounting to 262 children experiences for this period. This has included nine MF ‘Activity Days’. Martina was supported by Liza Fowler, Invertebrate Conservation Officer (Darwin Initiative Project 19-029) as well as CFP team members including our NVQ apprentice and LTVs.

Martina continued to develop the education area at the MF displaying 10 endemic species that also doubles as a protected seed orchard and which we’re now calling the Vernon Exhibition Area in memory of Vernon Duncan who worked on setting up the area with Martina and who was a loyal and long serving member of the MF team.

We have been working with the ED to secure support and agree an approach for the FS programme post Sept 2016 (Appendix Doc 6: presentation to Primary Headteachers)

and alongside this we are trying to identify funding to maintain the programme. The Director with FSO Martina Peters met with the island's Elected Councilors on the 4<sup>th</sup> December 2015 to raise their awareness and interest in the programme at which Martina delivered a PowerPoint Presentation. The Director, Jeremy Harris made a presentation to the Department for International Development (DFID) budgetary aid mission with a strong focus on the FS programme and made representations to the Director of Education and Safeguarding Directorate (Appendix Doc 11).

### Output 3

#### Activity 3.2

Refer Change request No 9.

Jason Courtis had nearly completed his NVQ Assessor training when he left the project in October 2015. This meant the CFP no longer had the capacity to support the assessment of NVQ candidates. It is hoped that Rebecca Cairns-Wicks and Martina Peters will commence training in May. Jason's departure has had a big impact on our ability to achieve our target of 4 NVQ recruits over the project as the first two recruits hadn't completed their NVQ with Jason before he left and we have been unable to take on any further recruits. If only one Assessor application is supported we will only be able to take 2 recruits through to completion of their NVQ. We will keep Darwin informed about progress on this activity.

Martina Peters, Liza Fowler and Rebecca Cairns-Wicks promoted Forest School, educational outreach and the NVQ at the Annual Careers Fair at Prince Andrew School in October 2015 (Appendix Doc 12).

#### Activity 3.3

During the reporting year Community Forests Project Co-ordinator (CFPC) Cynthia Llas continued to co-ordinate training and support the professional development for our NVQ apprentice Marayka Henry and the CFP team. Kayleigh Harris is supported through her job with the Landscape and Ecology Mitigation Project (LEMP).

Cynthia receives advice in the development of the NVQ training programme with NVQ Quality Assurance Coordinator Joyce Duncan and works closely with the Work Development Coordinator Cynthy Bennett with regard to the management and personal development of our apprentice, Marayka Henry.

Two training 'away days' with the EMD Peaks Team afforded both the CFP and Peaks teams to share experiences in dryland (MF) and upland cloud forest (Peaks) propagation and restoration and learn new skills sets (e.g. propagation of peak grass by division) (See Appendix Doc 1 & 2).

Training undertaken during the year included is set out in AR Annex 3 table 1

#### Activity 3.4

See AR Activity 2.3 for progress on delivery of the Education Pack.

### Output 4

#### Activity 4.1

The Habitat Restoration Work Plan developed in 2013 was reviewed with Mike Jervois, Terrestrial Conservation Officer (TCO) and Rebecca Cairns-Wicks in the first half of the year (Appendix Doc 13). Working with the CFP Nursery Officer (NO), Brianna Yon, CFPC Cynthia Llas has set up a new system of propagation requests based on planned planting at the CFP sites (Appendix Doc 14). The new system is part of work to improve nursery production systems and enables the NO to plan her production schedules. Long Term Volunteer (LTV) Sue Halfacre worked with the team, following database training (AR Annex 3 Table 1) to set up a new database to record the production process from seed to planting out.

Propagation at the Millennium Forest nursery has continued to focus on species for the drier sites MF and BP sites. Nursery Officer Brianna Yon works one day per week at the EMD nursery at Scotland where she propagates cloud forest species for the work at HP. She

receives support in terms of mentoring from the EMD Nursery Officer, Vanessa Thomas and Nursery Chargehand Daryl Leo, bench space, daily watering, pest control and potting materials. EMD also supports the provision of seed based on request forms.

#### Activity 4.2

Between April 2015 and April 2016, a total of **3,101** endemic plants were planted at the three Community Forest sites Millennium Forest (MF): 1,993; High Peak (HP) planted: 537; Blue Point (BP) planted: 306 and 265 planted at community and school sites, with a total of 11 species.

We have achieved our target of 5,000 trees and continue to propagate and plant according to our habitat restoration plans.

#### Activity 4.3

Monitoring protocol designed with support from EMD's TCO Mike Jervois and survey completed for all three sites (Appendix Doc 15). The survey is scheduled to be repeated at the end of the project and results will be reported in the end of project report.

Regeneration of she cabbages, *Lachanodes arborea*, at the Ginger patch was noted for the first time this year and the dogwoods have flowered for the first time this year.

#### Activity 4.4

Long Term Volunteers (LTV) Sue Halfacre and Catriona Mackison have completed the protocols for invasive trees and plants that were started in the last reporting period by another LTV.

Much progress has been made on the control of key alien invasive species particularly fuchsia, *Fuchsia coccinea* (Appendix Doc 5) at the Ginger Patch High Peak. This is a priority species and under the Restoration Plan the CFP aims to eradicate it from the site. Fuchsia presents significant challenges in its control, situated on steep and vertical cliff sites which are also unstable. The majority of the control is carried out by the CFPCO because she is the only one with the physical capacity to climb and negotiate the area safely. Collaboration with ANRD this year resulted in the adoption of a novel approach. A cherry picker was hired to help raise the sprayer into a higher position to reach the cliff dwelling fuchsia which was accessible from the road.

Bilberry control is proving really effective with eco-plugs. Begonia is another species we've put much focus on this year at Ginger Patch High Peak. It is another priority species for eradication from the site. Despite its small size it is incredibly pernicious, spreading by seed, but also any vegetative stem left on the ground.

The CFP team attended the ANRD Safe Use of Pesticides course 25-26 November and since then have been working to improve competency in the use and safe storage of pesticides. CFPCO produced a manual which now sits in the front office of the Trust and all staff that use chemicals have been asked to read it and sign off confirming they have read and understand the instructions. Improvements have also been made to how we store chemicals (Appendix Doc 16).

CFP experience in invasive species control is being shared within the stakeholder forum to produce a Weed Action Plan for the island, led by ANRD.

#### Activity 4.6

The CFP team is working closely with the SHNT Wirebird Officer (WO) in the development and implementation of the Wirebird habitat management across the MF (Appendix Doc 17). A habitat survey will be carried out in May 2016 to record the baseline across Horse Point.

#### Activity 4.7

A slightly revised path has been agreed with the WO (Appendix Doc 17) and has been trialled with attendees of the Livelihoods Programme when they came to visit the MF (Appendix Doc 18). We will produce a self-guided walk description. It could also be offered as a guided walk. Wirebird and Millennium Forest tours are popular (£1,020 raised in revenue in 2015-16) and in the breeding season tourists are taken out to Horse Point.

#### Activity 4.8

A project Steering Group (SG) with seven members was set up in 2013. SG meetings have been held quarterly on 26<sup>th</sup> May 2015, 1<sup>st</sup> September 2015 and 23<sup>rd</sup> March 2016. The minutes are included as supporting documents (Appendix Doc 19). Prior to the meetings a quarterly progress report has been produced for the committee and project partners (Appendix Doc 20, the format for the March report changed with reporting made against the CFP workplan).

### Output 5

#### Activity 5.1

Work continued on developing a short self-guided walk around the area of CFP focus at the Millennium Forest the Gateway and a longer walk incorporating the Wirebird Area.

The endemic mini-forests at all four island schools are now well established but need regular support to maintain them. Pilling Primary School based in Jamestown requires weekly watering from the CFP team in addition to the monthly KTC. An application by the CFP to Connect St Helena Ltd, the island's utility services has realised donor support of £400 to install drip irrigation to the mini-forest and also at another site, the Dolphin Stone Garden beside the Castle in Jamestown, to help reduce the burden of watering when the project ends (Appendix Doc 21). The monthly 'Kid's Tree Club' helps to ensure maintenance and to pass on skills and responsibility to the pupils and in the coming months we will be working to set up an online resource to help teachers and parents support the on-going development of the mini-forests beyond the life of the CFP (Image of Pilling mini-forest in Doc 2).

#### Activity 5.2

Training to take place in conjunction with Tourism.

#### Activity 5.3

We are now pioneering the sale of wood chip mulch. LTV Catriona Mackinson produced a guidance sheet (Appendix Doc 22) and notice to facilitate wood 'donation' to the MF (Appendix Doc 23). Wood produced from SHG or private sector operations (e.g. tree trimming, roadside clearance) is now directed to the MF where it is chipped and store in 'pits'. To date we have sold @ 8m<sup>3</sup> of the raw product to the LEMP (Appendix Doc 24) for restoration activities and we have enquiries from the St Helena Nature Conservation Group for their endemic gardens. We will develop a 'matured' product in the future (18 months) which we believe will be of interest to the island gardeners as a soil dressing.

Money raised from tree planting at the MF was £1,420, tree planting with plaques, £89.50 and donations to the MF amounted to £363.26; totalling £1,872.76.

Although we are selling endemic plants to the SHG LEMP which has enabled us to employ a MF Nursery Officer (Appendix Doc 31), in practise, the project cannot sell plants to the public from the MF until we have secured planning permission for change of use and we cannot sell endemic plants until the SHG policy for the sale of endemic plants is finalised. We will process an application for planning permission in the coming months. In the meantime we will explore the potential to sell indigenous and non-native species (e.g. pollinator friendly) and seek advice from Enterprise St Helena about our business model.



#### Activity 5.4

No progress has been made on this activity. We will work with Tourism and RSPB to develop a survey methodology. The Trust does record the views of walkers on the Post Box Walks via a Post Box Walks box and record book. These are catalogued once the books are full and replaced. Blue Point is one of these walks and this will be one of the methods we use to analyse tourism activity and point of view. We have also commissioned a new Visitor book for the Millennium Forest as a way of gathering more data on visitor numbers and comments.

#### Activity 5.5

During this period £1,020 was raised from a combined Wirebird and Millennium Forest Tour

#### Activity 5.6

The CFP posted monthly adverts (11) in the island's papers and on the radio advertising the monthly CVD, in addition we advertise the MF Activity Days (9), advertised for re-cycling materials (1) and has had 3 articles in the local press (Appendix Doc 25) for details and weblinks to articles).

CFP has held the following public events:

MF 15<sup>th</sup> Birthday Party 11/11/15

Bicentenary planting at the MF – 15/10/15

#### Activity 5.7

The monthly Conservation Volunteer Day (CVD) continued on the first Saturday of each month at various locations. Over the year CFP held 11 Volunteer Days, attended by a total of **69** volunteers of all ages.

The Secondary and Primary Schools 'Kid's Tree Club' started Nov 2014 held 33 sessions across the four schools attended by 54 pupils. 6 Long-term volunteers contributed 426 days, Eamon Mittens (Occupational Therapy Scheme) 45 days and 5 short term volunteers contributing 11 days. (Appendix Doc 26)

Total number of people engaged with voluntary work: **135**. Total hours contributed to project: **4014**. The number of volunteer hours has increased from 3333 for 2014-15 although the total number of volunteers, primarily linked to the CVD has gone down from 336 to 135. (Comment in AR Section 8 Lessons learnt)

#### Activity 5.8

We have been unable to co-ordinate a separate visit for Kew in this year despite the efforts of Jason Curtis and the new PM to engage in a dialogue about the nature of the support. Organisational changes at Kew have left our colleagues overwhelmed with work responsibilities, adapting to a shift in scientific focus and working with a smaller budget. We did however participate in and benefit from Kew UKOTs Horticulturalist Marcella Corcoran's visit (Appendix Doc 8). We are trying to work out the best solution to support the CFP.

### 3.2 Progress towards project outputs

Output 1:	Masters degree level project completed on carbon sequestration leading to the adoption with SHG Tourism of a local SHNT carbon offsetting scheme.		See Change request no 9
	Baseline	Change recorded by 2016	Source of evidence
Indicator 1.1	No Masters student	MRes in Carbon Sequestration potential of the St Helena	<a href="http://etheses.whiterose.ac.uk/9337/">http://etheses.whiterose.ac.uk/9337/</a> . For Abstract see Appendix Doc 3



		Gumwood		
Indicator 1.2	No meetings	Meetings held with Tourism and Shayla Ellick. Proposed scheme presented to the Environment and Natural Resources Committee (ENRC)	Appendix Doc 4	Expecting to achieve this Indicator by the end of the project
Indicator 1.3	No local carbon offsetting scheme	Proposed scheme presented & has approval in principle from the ENRC	Appendix Doc 4: ENRC decision notice	Expecting to achieve this Indicator by the end of the project
Output 2:	580 school children (310 Primary, 270 secondary currently registered) worked with through Forest Schools programmes, community forest visits, events, and school-based activities. An increase in environmental awareness and value by the island's youth will be achieved.			Comments (if necessary)
	Baseline	Change recorded by 2016	Source of evidence	
Indicator 2.1	No qualified FS Practitioners	2 qualified practitioners	Martina Peters Certificate of Leadership (Appendix Doc 32)	Indicator achieved
Indicator 2.2	No Forest School	Attendance at Forest School grows from year 1	Record of sessions and pupil numbers shows increase in Yr2 see Appendix Doc 10	Indicator achieved and progressing
Indicator 2.3	No educational outreach associated with the project	Increase in numbers of young people attending educational outreach activities from year 1	Record of sessions and pupil numbers see Appendix Doc 10	Indicator progressing as planned
Output 3:	4 NVQ Level 2 Diplomas in Work-Based Conservation achieved.			
	Baseline	Change recorded by 2016	Source of evidence	
Indicator 3.1	No qualified NVQ assessor for work based environmental conservation	Jason Courtis completed the majority of his NVQ assessor training but left the project in October 2015.  We are struggling to achieve this indicator within the timeframe of the project, though are committed to ensuring staff complete the course once started. We are confident that the project output will have a lasting legacy, by ensuring the SHNT retains the ability to offer the NVQ and with a growing demand supported by the LEMP we're also confident that there will continue to be potential candidates.		We are concerned that we will not achieve this indicator within the timeframe of the project. We are committed to achieving it and continuing to offer assessment of the qualification for the benefit of the island beyond the life of the CFP.

Indicator 3.2	No opportunity for local people to gain a NVQ level 2 Diploma	Two apprentices had completed assessment for 2 and 3 Units respectively of their NVQ. One of them gained employment in March 2015 within the conservation sector and will continue to be assessed as part of the project when we have an Assessor in place.  As above we are concerned that we will not succeed in getting 4 trainees through the NVQ within the timeframe of the project. We are committed to ensure that trainees enrolled on the programme will be supported through to completion.	Apprentices folders – with NVQ Quality Assurance Co-ordinator for verification.	
Indicator 3.3	No local training available for tour guiding)	No change, training expected to take place in June 2016 subject to Tourism.		
Output 4:	Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)			Comments (if necessary)
	Baseline	Change recorded by 2016	Source of evidence	
Indicator 4.1	No project staff in place	Despite changes in staff throughout the project, project has retained full staff complement		
Indicator 4.2	Nursery production and work programmes not sustainable because insufficient income	Monthly work targets set reviewed. The CFP workplan is used as a basis for setting and agreeing monthly targets with the team members and the CFPCO reviews these monthly with the CFP team. Nursery production responding to propagation requests arising from the restoration work plan and orders (e.g. LEMP).	Appendix Doc 27 – CFP workplan against which individual targets are agreed and set monthly with the CFP CO	
Indicator 4.3	No monitoring programme in place	Monitoring for the three sites in place	Appendix Doc 15	
Output 5:	Endemic mini-forests established at all the island schools with pupils actively managing and taking responsibility of their endemic environments.  New income streams established from enterprise initiatives (sale of plants and forest products (e.g. mulch) and eco-tourism) contributing to the financial sustainability of the Community Forests			See Change request no 9

	by end year 3			
	Baseline	Change recorded by 2016	Source of evidence	
Indicator 5.1	No mini-forests at the island schools	Mini-forests established and supported through KTC. Connect St Helena Ltd agreed to donate £400 to establish irrigation systems at Pilling Primary school and Dolphin Stone Garden which quickly desiccate if not watered regularly by project staff	Appendix Doc 2 picture evidence Appendix Doc 21	
Indicator 5.2	No training in guided walks. No long term volunteers supporting conservation programmes on St Helena	6 LTV this year, contributing 426 days to the CFP. 1 OTS supported volunteer	Appendix Doc 26	
5.3	No income stream from plant sales and mulch	First sales of mulch to LEMP of 8m <sup>3</sup> , with an anticipated order for at least 25m <sup>3</sup> @ £36/m <sup>3</sup> . Interest from SNCG for endemic gardens and potential for future growth of this product	Appendix Doc 22, 23, 24	

### 3.3 Progress towards the project Outcome

Outcome:	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.			The project is on track to achieve the majority of the outcome. We are challenged by Indicators 0.2 and 0.3. We remain committed to their delivery but are concerned that it is becoming practically impossible to achieve the target following the loss of the second Project Manager.
	Baseline	Change by 2016	Source of evidence	
Indicator 0.1	No Masters student, no carbon offsetting scheme and no income generated	MRes completed and published. Income from tours £1,020	<a href="http://etheses.whiterose.ac.uk/9337/">http://etheses.whiterose.ac.uk/9337/</a> and see for abstract of the research (Appendix Doc 3)	
Indicator 0.2	No trained Forest School	2 UK trained FS Practitioners delivering	See Section 3.1 Output 2, Activity 2.3 &	

	Practitioners	Forest School.	Appendix Doc 10	
Indicator 0.3	No NVQ students	2 students with partial completion of NVQ. Training delivered in conservation skills increasing conservation capacity		Challenges experienced in delivery of NVQ see Section 3.4 Assumption 6.
Indicator 0.4	Key biodiversity site without resources to be maintained or expanded	Restoration plans in place and actively being pursued. 3,101 endemic plants made up of a total of 11 species. planted at the three sites	See Section 3.1 Output 4 activity 4.2.	
Indicator 0.5	Little voluntary public engagement in conservation	Schools and local community actively engaged in conservation activities through CVD, KTC, conservation activities and events hosted by the MF e.g. Brownie Wood & Ebony View	"Island Brownies venture into the Woods" article published in the St Helena Independent. Ref Appendix Doc 25	

### 3.4 Monitoring of assumptions

#### Outcome risks

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

Comments: The airport has not been certified by the regulatory authorities up to the date of this AR. At this time we have no indication when the airport will be operational but it can't be too far off, the RMS St Helena is due to go offline 15<sup>th</sup> July 2016. The assumption about projections of tourist numbers has not been a valid one for the project as the change in numbers anticipated due to air access have not been realised within the project timeframe. However we do need to be in a position to respond to tourist numbers increasing once the airport is operational and the project is working towards achieving this through its activities

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

Comments: This remains a valid assumption. The Education Directorate has maintained its participation in the project. We're really grateful for the support given by the ED and the level of engagement of schools in the Forest Schools Programme. Our working relations with EMD have grown stronger in the last year and we work closely and productively with the Nursery and Terrestrial Conservation Officers and their teams.

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

Comments: As reported in AR 2014-15 "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."

A more relevant assumption based on the change request 9 would be linked to public engagement in voluntary conservation activity.

Assumption 4: The scale of island tourism and endemic restoration justifies an international offsetting scheme.

Comments: this assumption is no longer relevant. Research by Shayla Ellick (Appendix Doc 3) has confirmed that the scale of the island's restoration programme cannot support an

international offsetting scheme. A local voluntary scheme is being established and as agreed in the change request no 9.

Assumption 5: SHG will set up a 'green tax'.

Comments: This assumption no longer holds true. The project has pursued the establishment of a local voluntary offsetting scheme as supported by MRes research and because the SHG is unlikely to set up a green tax within the life of this project. A more relevant assumption for the final year is that SHG will support the local and voluntary offsetting scheme as has been evidenced by their approval in principal.

Assumption 6: There will be sufficient interest from potential applicants and the capacity on island to assess and verify candidates to train 12 NVQ apprentices.

Comments: This assumption has been very valid in years 1 and 2, but is no longer accurate following a change request. The project Output 3 has been changed to 4 NVQ Level 2 Diplomas in Work-Based Conservation achieved and the change request should have sought to reflect that change in the Assumption but this was overlooked. Furthermore, whilst we have struggled to identify potential candidates in the first 2 years of the project we find that there are now potential candidates who are employed under the recently mobilised ecological mitigation programme for the airport (LEMP) (Although the number of potential candidates has grown, our capacity to assess and verify candidates has been significantly impacted by the departure of Jason Curtis, the CFP Project Manager who resigned in October 2015. He was training to be an Assessor and supporting the assessment of our two candidates Kayleigh Harris and Marayka Henry. Since his departure we haven't resumed training as we are still providing evidence to the NVQ Quality Assurance Co-ordinator to support applications from both Rebecca Cairns-Wicks (PM from October 2015) and Martina Peters (FSO) to become Assessors.

Assumption 7: There will be sufficient employment available in conservation and tourism to employ graduates of the NVQ.

Comments: This assumption is still relevant. The LEMP has created new jobs in plant production/nursery management, landscape planting, ecological restoration and management. The LEMP Project Manager is keen to support the training of the team (Appendix Doc 28 & 29). St Helena graduates could also look to overseas postings, and with the growth in the conservation and tourism industry on the Falkland Islands and Ascension. A good example of this is Kenickie Andrews who has been working in conservation on Ascension since graduating under project 18-020 'Increasing local capacity to conserve St Helena's threatened native biodiversity'.

## **Output Assumptions**

Assumption 1: A Masters level student can be recruited to deliver the carbon sequestration study in partnership with project staff

Comments: Achieved

Assumption 2: Education Directorate maintain complimentary vision with the project

Comments: Refer to Outcome Assumption 2

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

Comments: St Helena has retained accreditation. Refer to Outcome Assumption 6. Assessors can only take on two apprentices as part of their training. We will only achieve this output if two Assessors are engaged in the training. If not there will only be time to train and assess the 2 candidates.

Assumption 4: Appropriate staff are recruited and complete contracts

Comments: This has been a very relevant assumption. The project suffered the loss of its second PM (Oct 2015) this reporting year. Recruitment has re-formed a full team, but in particular significantly impacted on the project's ability to deliver the NVQ (refer to Outcome Assumption 6) and slowed progress on other key work areas because of the loss of expertise

built up through the practical delivery of the project e.g. experience in restoration that would contribute to our restoration guides.

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

This remains a valid assumption. We are testing the market with wood chip mulch this is a raw product and we have some concerns about how it will behave as a product and thus how it will be received. The island has wood boring termites, locally called white ants, which eat through all woods except those treated against them and some hardwood species like Iroko. There are few exceptions where they are not found on the island (drier outer parts like the MF and Prosperous). They may be attracted to the product which could be of concern to potential buyers. The sale of endemic plants is supported by the new SHG policy under the Environmental Protection Ordinance (EPO) which was published in January 2016. However, we are still waiting on the Regulations under which we can apply for permission for public sales of endemic plants. We are pursuing activities to secure planning approval for the MF nursery to be used as a base to sell plants and looking at species other than endemics that we can grow that would complement our conservation philosophy e.g. benign naturalised non-native species that support invertebrates such as pollinators.

### **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 15/16, 3,101 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, and will 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.

Endemic habitat restoration at the CFP sites, in conjunction with that undertaken by SHG, forms the basis of invertebrate conservation on the island (Invertebrate Strategy, 2016-2021 produced under Darwin Initiative Project 19029 and the SYW strategy, DPLUS025).

Conservation of the island's only endemic landbird, the Wirebird, *Charadriussanctae-helenae*, is being actively promoted and supported through the project (see Section 3.1 Output 4 Activity 4.6)

#### Human Development and Welfare

The CFP contributes to key human development and welfare goals: cultural enhancement, education, employment, empowerment, health and well-being.

A connection to nature at an early stage lays the foundation of more respect for themselves and their environment. As previously reported, in terms of natural ecologies, St Helena is one of the most impoverished on the planet (Prof. Quentin Cronk, pers. com.), and the work of the CFP engaging the new generation in its restoration could be seen as key to future personal, cultural and economic wealth.

Creating endemic forests contributes to eco-tourism on the island, with tourism being the main focus of economic development as the new airport is expected to be open 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 continued to support the St Helena Government Occupational Therapy Scheme (OTS) which seeks to place less able clients in areas where they would like to work in, assisting them in developing important life and work skills, supporting social interaction and developing physical ability. Eamon Mittens continued to work with the CFP team, primarily at the MF once or twice weekly (total 45 days) and will continue to work one day a week with us for the foreseeable future. However from May 2016 he will join the LEMP as a part-time employee. This is a really positive achievement and outcome for Eamon, giving him greater financial independence and opportunity for the future. The CFP will continue to lend support to the OTS and a Day Care Scheme (DCS) which is trying to help not just residential clients but also people in the community to develop their skills and interests. The first DCS visit was hosted at the MF in the April and we will continue to support future visits and develop our relationship with the DCS.

CFP has engaged and worked with children from all the island's schools through the extensive environmental education of CFP's Forest School programme, Enrichment Studies, Kid's Tree Club and CVD.

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.

#### 4. Contribution to SDGs

SDG's relevant to the CFP		CFP achievements in 2016
3	Ensure healthy lives and promote well-being for all at all ages	AR Actions 2.3, 5.7
4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	AR Actions 2.3, 3.3
5	Achieve gender equality and empower all women and girls	AR Section 7 & Annex 3 Table 1 gender of people trained
13	Take urgent action to combat climate change and its impacts	AR Activity 1.3
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss	AR activity 4.1, 4.2, 4.3, 4.4

#### 5. Project support to the Conventions, Treaties or Agreements

##### 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.

The AR review for 14/15 encouraged pro-active interaction with the host country convention focal point. There has been no host country CBD focal point action over the last year. This is because the specified responsibility has been over-looked during recent changes within the EMD (the departure of the Head of EMD at the end of his contract, re-structuring of the EMD and subsequent job revisions). EMD are aware of the issue and are working to resolve it. We will keep in contact with EMD and act accordingly as they take action.

For how CFP is supporting the individual articles of CBD and Aichi Biodiversity Targets see Appendix Doc 30.



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

The current situation on St Helena in terms of poverty includes: low wages (the median income for employment on St Helena is £7,500 annually, with certain high costs of living, such as food, water, electricity and imported products); The majority of pupils leave school at 16; only a small (but growing) sense of ownership of endemic biodiversity; widespread health issues such as hypertension, 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 (highlighted in the DPLUS application “Water Security and Sustainable Cloud Forest Restoration on St Helena”).

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. Research established within the project will provide the basis for long term monitoring (Output 1) about changes in carbon stocks and the process of soil restoration. Habitat restoration will play a key role in restoring vital eco-system functions.

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 encourages inclusive decision making and planning, such as weekly team meetings and full-staff meetings at MF to make habitat management decisions. The initiative shown by project staff and MF workers is clearly related to their sense of ownership of the work and sites.

We sadly lost one of our members of staff at the Millennium Forest this year, Vernon Duncan, but were delighted to be able to employ Christopher Clingham at the Nursery, as MF Nursery Officer. We have been able to create a new post with higher salary because of the changes brought about by the CFP – knowledgeable & skilled staff available for support and improvements in nursery production procedures (e.g. composting/potting soils) creating opportunities (and confidence) for sale of plants and forest products (Appendix Doc 31: MF Nursery Officer Job Description). Christopher’s salary is supported by the sale of plants and sales of mulch to LEMP. The SHNT continues to employ two further staff who support the outcomes of the CFP, adding to local incomes through sustainable employment.

Brianna Yon the CFP Nursery Officer received training in the UK in this reporting year. Brianna had never left the island before and prior to joining the CFP had no previous nursery experience. Travelling alone and having to make multiple journeys via boat, plane and train was a daunting task for her. She coped well and the experience has contributed to increasing confidence in herself and her abilities.

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

## **7. 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.

The CFP team consists of a Project Manager, Community Forests Co-ordinator, Forest Schools Officer and Nursery Officer who are all female, supported by 3 male staff at the Millennium Forest, and an NVQ Apprentice, 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.

## **8. Monitoring and evaluation**

Under the previous PM a 'bubble board' was used as a visual aid to keeping a track of the project outputs and activities which was reviewed regularly at CFP team meetings. This was not popular with the team and based on their preference this has been removed and replaced with a revised and updated CFP logical framework. Individual monthly targets are set against the framework and progress towards targets are reviewed monthly and new targets agreed. (Appendix Doc 27)

### **Output 1**

The 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. However it is unlikely that this will raise much revenue before the end of the project.

### **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. Securing at least one qualified 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 2 & 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 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).

## **9. Lessons learnt**

The resignation of the Project Manager in October 2015 at the end of the 2<sup>nd</sup> year of this 3 year project impacted negatively on the delivery of project outcomes due to the loss of expertise gained in project management, habitat restoration and NVQ assessment. The PM had

previously identified problems and lessons learnt (AR 2014-15 Section 8 paras., 4 & 6 and Section 10, para 3)) that were contributory factors and remain pertinent through 2015-16.

The SHNT took immediate steps deal with the problem presented, making an internal appointment of a new PM to avoid the risk of any additional unnecessary disruption to the project and external relations. The period leading up to the resignation was a difficult one for all the team, and impacted team morale and focus. Despite this, the team has shown resilience, resourcefulness and strong commitment to the project and continued throughout 2015-16 to make progress against their targets. It is important to take time to reflect and acknowledge success. The successful establishment and growth of the Forest School Programme is an outcome that is particularly noteworthy and we are grateful to FSO Martina Peters for her hard work and dedication in leading this change.

We recognise that as a small remote island community it is a challenge to find the right staff at the right times. Lack of the right skills to support specific project needs and lack of continuity over the longer term limits successful sustainable progress in habitat restoration work. Bringing in short term expertise to fill resource gaps has been necessary and important and we strive to ensure the recruitment process results in the best appointments for the project and the conservation and island community. The SHNT and the CFP recognise that the need for a longer term approach and commitment; recognising that the solution is through education, inspiring and encouraging an interest in the early years through to secondary education and providing routes to higher learning. This approach is working and we now have role models of young islanders who have gained qualifications and established career paths in conservation on St Helena over the last 5 years (e.g. Martina Peters, Liza Fowler, and Shayla Ellick) and new graduates returning (e.g. Sasha Bargo, DPLUS Invertebrate Survey Project). Developing their potential and experience and securing more islanders in management roles is a definite goal.

Staff training and development through the project builds essential skills which need to be supported beyond the life of the project. As reported in AR 2014-15 Section 10 “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 this 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.” The uncertainty is compounded for staff who are on fixed term contracts (for the duration of the project) as they become increasingly aware that the project will be coming to an end and with no guarantee of future employment within the SHNT are uncertain about their own future employment prospects. Achieving a successful outcome of the project, realising potential income generation and gaining the support of the ED for Forest Schools are incentivising. An earlier focus on sustainability would have been beneficial to get a better sense of potential income generation.

There is some evidence that the job market is growing (LEMP) pre-airport operation and we expect to see this grow with the anticipated increase in tourists.

The NVQ training has continued to be challenged this year not by lack of potential candidates but by the project’s capacity to assess candidates. The LEMP now employs 18 Saints in habitat restoration work. The higher wage structure offered for this 6 year project has attracted people into the conservation field and to a small extent led to some loss of staff from other conservation posts at EMD and SHNT. However overall this is positive, significantly increasing the number of trained conservationists on the island (the LEMP PM is looking to SHNT to support the NVQ), developing interest and professional development and growing a skilled workforce that the island desperately needs.

We have previously reported that the original project mandate was very wide-ranging, and difficult to incorporate all the somewhat disparate elements and we have sought to address

these through change requests (change request 9). There remain some outstanding issues of indicators which we have not sought to change in oversight. We will contact DI about these.

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

As an organisation, the SHNT has very good and close working relations with RSPB and maintains regular contact. The SHNT works in partnership with RSPB in a way that largely supports the original intent of the project proposal, though perhaps because there has been less direct contact on this particular project, the specified project relationship has been less obvious. As we've move into the final 6 months of the project however the relationship is ever more important. We are working with EMD and RSPB to develop a BEST 2.0 bid for cloud forest restoration which will help us to sustain the legacy of the CFP work at High Peak. RSPB have staff with valuable experience in eco-tourism and we will be seeking their advice as we take forward the Wirebird habitat and interpretation work at the MF and develop our tour guiding.

The abstract of Shayla Ellick's thesis has been included for reference.

See AR Section 5 for comments on the CBD host country focal point.

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

### **12. Sustainability and legacy**

CFP is now well known on St Helena for its work at MF and within the schools. This has been promoted primarily through our regular newspaper adverts this year and articles (Appendix Doc 33, examples of adverts and Doc 25 references for articles) events and person to person promotion and interaction (Appendix Doc 18 as an example). 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. Increasing interest is shown by the significant increase in schools engagement in Forest School in Yr 2 of the project (see AR Activity 2.3).

The FS programme is a really impressive project legacy and the SHNT has been working closely with ED to ensure that it continues to be supported and grows beyond the life of the CFP. Additionally, we are securing the lease of the Blue Hill Field Centre from SHG Crown Estates which is used as the base for the FS programme and which is also a popular venue for Saints to spend a day or short break in the country. This will provide us with a source of income to meet the costs of maintaining the building and the grounds and also a springboard to promote the virtues of the programme through FS displays inside.

In 2015-16 capacity, through staff and apprentice training both here and in the UK and on the job experienced has been grown, building up island human resource for conservation (See Annex 3 Table 1).

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 conservation and the environment is growing and CFP does all it can to capture and develop that, whether through school mini-forests, educational activities that support the national curriculum, or CVD planting events etc. We will work with the schools and their Parent Teachers Associations (PTAs) and our own education officers (Forest Schools Officer and Survey & Education Project Officer (DPLUS Invertebrate Survey Project) to set up an online resource for KTC so that the schools with parental support can continue to look after and develop the KTCs post CFP. The SHNT will host the webpage on the Trust website and provide technical support when needed.

The CVD's have been successful in bringing volunteers into our CF sites, though sometimes the response is mixed. We recognise engaging volunteers in a variety of activities and on different days (Saturday isn't convenient for everyone) is important if we are to keep attracting people back, or attract different people to volunteer their time. The CFP has pioneered volunteering within the SHNT, including supporting the development of the Volunteer Policy

(Appendix Doc 34). Volunteers have a very important role to play in supporting conservation programmes and SHNT will continue to encourage and host volunteer engagement. Local volunteering will be key to maintaining the ethos and gains of the CFP and we will continue to encourage long term programmes with community groups, such as the Brownies and the Brownie Wood, to engage with them on a regular basis to create and sustain areas of planting at the MF. Permission to set up plant sales at MF will also be a key facilitator of this growing connection between local people and plants.

Whilst we have described the challenges of delivering the NVQ within the timeframe of the project, the Trust is committed offering the NVQ to future trainees supported by an Assessor for the benefit of the island beyond the life of the CFP (Appendix Doc 38 Trust strategy page 16).

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. Moving forward over the coming year(s) we need to work together with the other island stakeholders (EMD, ANRD) to develop island wide approaches to tackling invasive species problems, we cannot just work to hold back the tide within small areas of endemic habitat, we need to bring priority conservation species under control and in some cases work towards eradication. This requires that we pool our resources, support funding bids and work together on shared projects. CFP are working with ANRD on the Weed Action Plan and will explore opportunities to be a project partner in a bid in 2016 for funding for invasive species control.

The popularity of our sites and work will be assessed 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 remains uncertainty about the amount of revenue that will be sustainably created beyond the project from enterprise and carbon offsetting schemes, at least in the short term. These will be valuable legacies of the project and ones in which there will be great potential to develop and grow over time, particularly if the island's realises the growth in economic development. They will provide vital income to sustain the employment of our MF workers, along with tour guiding. We will seek to secure future project funding to continue to grow our understanding of ecological processes and social and economic values of conservation areas, including expanding our research into carbon cycling to support the carbon offsetting scheme and develop other areas of prioritised work with regards ecological restoration (e.g. potential pathological problems causing death in cabbage trees and support for the actions under the invertebrate conservation strategy). The SHNT has the organizational stability to engage in a range of activities to support our long term commitment to the CFP sites. We expect we will continue to raise finances via a variety of means including: sales (forest products, plants, tours, carbon offsetting), donations (for trees, to support our social and volunteer events) and grants (project funding) those means. Increasing our online presence, including social media (Facebook), will be an important element in attracting interest and support. Moving forward we will update the Trust website pages to interest and inform people more about the range of activities, products and services we offer and how to get involved, contribute and donate.

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. The SHNT will continue to seek the transfer of ownership of the land area dedicated for the MF and this will be important in securing its future as a restoration site and maintaining strong community engagement (Appendix Doc 38 SHNT strategic plan 2015-2020).

### 13. Darwin Identity

- The two vehicles dedicated to the CFP both have the DI logo as door stickers promoting the sponsorship of the DI for the CFP
- CFP has promoted the Darwin Initiative in most of its newspaper articles, all newspaper adverts (volunteer days, events, job vacancies) and CFP promotional material displays the DI logo. 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 Government staff and officials.

### 14. Project Expenditure

**Table 1 Project expenditure during the reporting period (1 April 2015 – 31 March 2016)**

Project spend (indicative) since last annual report	2015/16 Grant (£)	2015/16 Total Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)			3	
Consultancy costs			58	Nursery Officer training visit to UK, including Kew did not cost as much as estimated
Overhead Costs			-6	
Travel and subsistence			23	Kew visit to St Helena didn't go ahead as planned. We worked hard to secure the visit but it wasn't possible due to heavy work commitments of Kew colleague who was given new responsibilities as a result of changes at Kew post re-structuring and with reduced funding.
Operating Costs			13	Savings made in NVQ training programme. This year we've used the Life Long Learning programme to support the training programme. Course costs offered very good value for money.
Capital items (see below)			-1	
Others (see below)			0	
<b>TOTAL</b>			<b>8</b>	

The variances have not been previously raised with Darwin. The under expenditure primarily to costs that were not realised in relation to the Kew visit.

## Annex 1: Report of progress and achievements against Logical Framework for Financial Year 2015-2016

Project summary	Measurable Indicators	Progress and Achievements April 2015 - March 2016	Actions required/planned for next period
<p><b>Impact</b></p> <p>Young people and disaffected individuals engaged in sustainable positive activities whilst achieving skills and positive attitudes to enhance their own, and their island's, future prospects and development, whilst safeguarding and improving the status of the island's biodiversity and combating climate change. A scientifically backed carbon sequestration project draws positive attention to Saint Helena and credibility to similar projects around the world. Community Forest based social enterprise provides economic and positive environmental management sustainability, empowering local people to make a living from their local resources in an environmentally friendly way.</p>		<p>The Forest School and Educational Outreach activities at the MF for schools (Section 3.1 Activity 2.3) or adults (e.g. Livelihoods programme and DCS) engage people of all ages, create opportunities for physical and positive interaction with their environment, nurture interest and improve sense of well-being.</p> <p>The apprenticeship scheme (supporting our NVQ trainee), volunteer programme (LTV, STV and OTS) (Section 3.1 Activity 5.7) provide opportunities for learning within a safe, supported and structured working environment creating opportunities for shared learning, developing skill sets and knowledge furthering personal development and benefitting the conservation programmes.</p> <p>Progress achieved in establishing the SHNT carbon offsetting scheme during the year (Section 3.1 Output activity 1.2 &amp; 1.3) provides the foundation for realising potential future income and mitigating the impacts of climate change.</p>	
<p><b>Outcome</b> 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</p>	<p>Indicator 1: Sustainable income for conservation is generated from on-going eco-tourism, based on scientific research into the carbon storage potential of endemic restoration work.</p> <p>Indicator 2: A minimum of 2 graduates of the Forest Schools OCN Level 3 certification, equating to 100%</p>	<p>Shayla Ellick completed her MRes (DPLUS 024) supported by this project and the proposal to set up a SHNT carbon offsetting scheme has been supported in principal by ENRC (Doc 9).</p> <p>The MF, Blue Hill Field Centre and the schools mini-forests have provided the</p>	<p>Implementing plans to launch SHNT Carbon offsetting scheme by end of July 2016</p> <p>FSO working more closely with teachers to integrate and embed FS and Educational outreach into the curriculum and teachers actively</p>



<p>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>engagement rate of those trained, actively engaged in delivering Forest Schools programme by end of year 2, increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship.</p> <p>Indicator 3: Local people are trained in conservation skills to expand the island's conservation capacity, and to create sustainable employment and local careers.</p> <p>A minimum of 2 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 50% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive management of the environment.</p> <p>Indicator 4: Key biodiversity sites are expanded and made more 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>Indicator 5: Local communities and schools are engaged and involved in conservation, actively managing and taking responsibility of their endemic environments. Social enterprise opportunities within conservation are developed and promoted.</p>	<p>venue for outdoor learning for school age pupils (Section 3.1 Output 2 Activity 2.3, Output 5. Activity 5.7). Forest School is now established, and this must be a first for a UKOT. It has received support from the Education Directorate and is growing in popularity amongst teachers and pupils. Forest School has much potential for growth in the future. If this is to happen we will require more Forest School Practitioners and explore opportunities to train a trainer.</p> <p>Volunteers have been positively and successfully involved in conservation activities at the MF, High Peak and Blue Point. The Brownies have adopted an area of the MF, called the 'Brownie Wood' (Appendix Doc 35)</p> <p>Progress has been made in enterprise through the MF and the sale of wood chip mulch (Appendix Doc 22,23, 24). We need to secure planning permission to sell plants from the MF and we are waiting on the SHG for regulations under the new EPO to be able to apply to sell endemics.</p>	<p>assisting the FSO in the delivery of the Forest School programme</p> <p>Securing funding for Forest School beyond the CFP</p> <p>Develop plans for supporting and expanding volunteering at the CFP and KTC sites. Including increasing online presence (Facebook) and web based information.</p> <p>NVQ Assessor training re-started</p> <p>Start producing plants for sale at the MF that are native or non-native (e.g. pollinator friendly).</p> <p>Planning application for MF as a point of sale for plants.</p> <p>Pursue application to SHG under the EPO for sale of endemic species if the regulations come into force before the end of the CFP</p>
<p>Output 1. Masters degree level project completed on carbon sequestration</p>	<p>Indicator 1: Advertise Masters project year 1. Work in partnership with</p>	<p>Shayla Ellick completed and was awarded her Masters (Appendix Doc 3)</p>	

<p>leading to the adoption with SHG Tourism of a local SHNT carbon offsetting scheme.</p>	<p>Masters level student and their academic institute to develop and complete carbon sequestration project in year 2 of project.</p> <p>Indicator 2: Positive quarterly meetings throughout project with SHG Tourism Directorate to set up SHNT's local carbon offsetting scheme.</p> <p>Indicator 3: Income stream developed from SHNT's local, voluntary carbon offsetting scheme.</p>	<p>Meetings held between CFP staff, Shayla Ellick and Tourism during the course of the year. A quarterly schedule of meetings was not drawn up, or considered necessary. Meetings have been held in response to progress and timetabled activities (see 2<sup>nd</sup> worksheet (Carbon Offsetting) in Doc 27 the CFP work plan), Meetings have been positive and Tourism have been very supportive of the scheme (Appendix Doc 36: email correspondence). The proposed scheme was presented to ENRC 21<sup>st</sup> April 2016 and they have given their support in principal. We're now working on the finer details and confident we're on track to set up the scheme within the timeframe of the project.</p>
<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>Completed</p>	
<p>Activity 1.3 Set up local carbon offsetting scheme</p>	<p>The proposed scheme was presented to ENRC and they have given their support in principle.</p> <p>Activities for the next 5 months: Prepare detailed proposal, meetings to be held with island stakeholders to seek support and opportunities for partnerships, present proposal to Governor and formally launch the proposal, develop &amp; implement marketing strategy and secure management of the scheme post project.</p>	
<p>Output 2. 580 school children (310 Primary, 270 secondary currently registered) worked with through Forest School 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>Indicator 1: Two Saint Helenians trained in Forest School Leadership in the UK</p> <p>Indicator 2: Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3</p> <p>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.</p>	<p>Forest School successfully established, well received by teachers and pupils.</p> <p>Number of school age pupils attending Forest School Yr2 was 338 over a total of 127 sessions to 24 different classes across all four island schools (multiple sessions for each class resulted in 1,537 experiences for pupils). Educational outreach sessions engaged 262 school age children. (Appendix Doc 10). This is an increase from the first year of FS of 71 school age pupils attending and 228 attending the educational outreach activities. Total no of children through FS for the project is 409 and total for environmental educational activities in school in the field (MF) is 490.</p> <p>Indicators are all pertinent to the output.</p>

Activity 2.1. Recruit Forest Schools Officer	Achieved Yr 1
Activity 2.2. Research and develop Forest Schools Programme, including training	Achieved Yr2
Activity 2.3 Deliver Forest Schools Programme	<p>Forest Schools programme being successfully delivered by Forest Schools Officer Martina Peters.</p> <p>Over the past few months Martina Peters our Forest Schools Officer has been working with the Education Directorate to agree an approach for how Forest Schools will work with and in support of the Education Directorate moving forward from September 2016 when the Community Forests Project comes to an end (see Appendix Doc 6 presentation to Primary Headteachers)</p> <p>The key change in moving forward is that we're looking to get more teachers actively participating in supporting the programme, by assisting Martina in delivery the courses. We've found given the current demands on teachers (ED has suffered acute staff shortages and strategic development of the Sector requires schools to focus on teacher training and qualifications) have made it impossible for Sheena Isaac to also provide a part time role as a FS Practitioner and we've agreed the best approach will be for each of the schools to be able to support the FS programme themselves. Over the next year we aim to identify teachers who would like to train to become Forests Schools Practitioners. We're also looking at how we can continue to fund the programme.</p> <p>To strengthen the relationship between FS and the ED and provide an avenue for good communications and developing opportunities for increasing support for the National curriculum Martina now attends Primary School term theme planning sessions.</p> <p>The Forest Schools Programme is proving to be really successful with school age pupils and we are experiencing increasing demand. A demand that has very quickly outstripped our ability to deliver. Our problem is that Martina is the only qualified Practitioner that the Trust has. The only way we'll be able to expand our reach and support the growth of this fantastic programme is if we get more people trained as Practitioners and Trainers (Practitioners can train to become trainers after 3 years as Practitioners).</p> <p>We have successfully applied for £2,300 from the Community Development Organisation for the re-wiring of the Blue Hill Field Centre (Appendix Doc 37).</p> <p>Key activities for the next 5 months include: completing improvements to the building so that it is a safe, secure, clean and pleasant place to base the delivery the Forest School programme, securing funding for the Forest School post CFP, working more closely with teachers to increase integration and complementarity with the local curriculum and engage teachers to assist directly in the delivery of</p>

		<p>the FS programme and explore opportunities of working within the wider community with clients of Shape (St Helena Active Participation in Enterprise) and Ebony View under their day care and occupational therapy schemes.</p>
<p>Output 3.4 NVQ Level 2 Diplomas in Work-Based Conservation achieved.</p>	<p>Indicator 1: 2 NVQ diplomas achieved annually, increasing skills on island.  Indicator 2: 50% of apprentices obtain jobs in the conservation or tourism sector  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.</p>	<p>The delivery of the NVQ programme is presenting a considerable challenge to the project. Each of the previous project managers started training to become NVQ Assessors and left the project before they had completed the course. We have therefore been unable to get students successfully through the course in the first two years of the project. Since her appointment Rebecca Cairns-Wicks has been negotiating with the NVQ Quality Assurance Co-ordinator who is responsible for the training programme to be accepted as a candidate Assessor along with Martina Peters, the Forest Schools Officer. The rationale for seeking to get two candidate Assessors into the training programme would mean that each could support 2 NVQ Diploma students. This would enable us to achieve our target and more importantly, it would ensure that beyond the life of the current project the National Trust could continue to offer the NVQ to its staff and any future apprentices. It would also reduce the risk of losing an Assessor from the island. In seeking to get two Assessors trained we have had to prove that there will be a demand, which we have been able to do because of the substantial 5-6 year Landscape and ecology mitigation project set up to provide mitigation for the impacts of the airport project. We hope that training for at least one CFP team member will start in May. We are at risk of not achieving our target, but we are confident that once trained the Trust is committed and will continue to offer the Diploma beyond the life of the project.</p> <p>We expect to work with Tourism during the coming months to take part and support the delivery of training for tour guides and eco-tours.</p> <p>With the Wirebird Officer we offer a Wirebird and MF/tree planting tour. Independent tour guides also visit the Millennium Forest with tourists as part of their guided tours. We recognise a need to provide information to them so that they can improve their offering and also offer their clients an opportunity to plant a tree or have a tour with one of our members of staff to learn more about our work. This is something we will work on over the coming months.</p>
<p>Activity 3.1 Recruit Community Forests Co-ordinator</p>		<p>Completed</p>
<p>Activity 3.2 Recruit 4 NVQ apprentices over 3 years</p>		<p>Two NVQ students were recruited, one subsequently joined the LEMP team, Marayka Henry remains with the CFP team. We cannot support the completion of their NVQ or take on other apprentices until we have started the Assessor course. We hope this will begin in May at which time we will either have two or four apprentices. Each Assessor takes on two apprentices.</p> <p>CFP ability to complete this activity within the timetable of the project is a serious concern although once the Trust has at least one trained Assessor it can continue</p>

		to offer the Island this service as part of its core activities beyond the end of the CFP.
Activity 3.3 Run training programme for conservation apprentices in the Community Forests		The NVQ is gained through developing competency in a range of skills supported by work based experience. On the job training and mentoring takes place. (e.g. safe use of pesticides, experience sharing). See AR Annex 3 table 1. Training and support in the job is provided to the CFP team to enable them to safely and proficiently carry out their role and responsibilities.
Activity 3.4 Deliver education sessions using Darwin Education pack as part of Diploma programme		The Darwin Education Pack is a resource valued by the island teachers and used in delivering educational outreach activities.
Output 4. Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)	<p>Indicator 1: Full complement of project staff in place</p> <p>Indicator 2: Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.</p> <p>Indicator 3: Monitoring and survey work inputting into the restoration plan reviews show increase in positive management</p>	<p>Project Manager resigned in October 2015 and was replaced by Rebecca Cairns-Wicks. The team is up to full staff.</p> <p>Monthly targets set and reviewed.</p> <p>Baseline survey now completed for all three sites but not yet written up.– monitoring expected to be repeated at end of project at which time progress can be reviewed. Restoration plans updated Appendix Doc 13</p>
Activity 4.1 Identify necessary species and numbers to plant as stated in restoration plan and grow in tree nurseries		Restoration plans, planting action plans and nursery propagation requests all in place.(Appendix Doc 13, 14)
Activity 4.2 Plant out trees in all three Community Forests		Planting and aftercare (weed control) and invasive species control carried out on a regular basis in support of the restoration and planting plans.
Activity 4.3 Monitor habitat quality and survey all three Community Forests at start and end of project		Baseline survey completed for all three sites and survey is scheduled to take place at the end of the project
Activity 4.4 Control invasives at all 3 Community Forests and research and implement best methods for removal		This is a key activity at each of the sites. We have developed a series of invasive species guides and have developed good working practise for the control of the invasives which we regularly come across.
Activity 4.5 Establish monitoring programme to record information on numbers of each species planted, their growth and survival.		
Activity 4.6 Carry out Wirebird habitat restoration and monitoring		CFP team contributed to Annual Wirebird Census, Wirebird count in the MF/Horse Point Area was 22 for 2015-16. Wirebird habitat restoration activities will be moving ahead in May & June.

Activity 4.7 Set up Wirebird interpretation area	Wirebird walk now under development linking the MF to Horse Point providing an opportunity to view Wirebirds in their natural habitat and interpret their behaviour. A description of the walk will be available for self-guided walkers.
Activity 4.8 Quarterly meetings of the Steering Group	3 meetings held in the year (Appendix Docs 19 & 20)
<p>Output 5. Endemic mini-forests established at all the island schools with pupils actively managing and taking responsibility of their endemic environments.</p> <p>New income streams established from enterprise initiatives (sale of plants and forest products (e.g. mulch) and eco-tourism) contributing to the financial sustainability of the Community Forests by end year 3</p>	<p>Indicator 1: Monthly sessions set up with each school to maintain and develop the endemic mini-forest sites.</p> <p>Indicator 2 Training on guided walks tours delivered.</p> <p>Long term volunteers recruited and hosted, working for a minimum of 4 days per week, contributing to project outcomes.</p> <p>Indicator 3: Income streams established from new enterprise initiatives (sale of plants and forest products (e.g. mulch) and eco-tourism) contributing to the financial sustainability of the Community Forests by end year 3</p> <p>Mini-forests established and maintained through Kids Tree Club which takes place monthly (Appendix Doc 26).</p> <p>Training on guided tours expected to take place in June of 2016 in conjunction with Tourism.</p> <p>6 Long-term volunteers contributed 426 days, Eamon Mittens (Occupational Therapy Scheme) 45 days and 5 short term volunteers contributing 11 days. (Appendix Doc 26)</p> <p>CFP pioneering the production of wood chip mulch on the island. Initial sales to the Landscape and Ecology Mitigation Programme (LEMP) for the airport (Appendix Doc 22, 23).</p> <p>Over the coming months we will be: working with teachers, Parent Teachers Associations and the Trust to provide means of supporting the continuation of the KTC post project. We will create an on line resource to support the KTC with information about the endemic gardens, how to care for them and activities that can be carried out with kids during KTC; applying for planning permission for the MF to retail plants and products, continuing to build up stocks of wood chips so that we can develop a matured product which will be of more interest to the general public as a soil dressing; nursery production of plants for sale to the public alongside our current programme; improving our tour guiding to increase business through that means.</p>
<p>Activity 5.1 New path and sign posted path network giving improved access to and interpretation of CFP sites.</p> <p>Research and develop business opportunities to support financial sustainability of the Community forests.</p>	<p>Path network under development (Appendix Doc 25) trialled with Livelihoods programme (Appendix Doc 26)</p> <p>Activities for the coming 5 months:</p> <p>Nursery business plan and marketing strategy, application for planning permission for change of use so that the MF nursery can be a point of sale for plants and upgrading to the nursery to facilitate point of sale.</p>
Activity 5.2 Deliver training in forest products and guided walks and tours	Training expected to take place June in conjunction with Tourism
Activity 5.3 Sales of forest products	Pioneering the sale of wood chip mulch (value for first sales £369) – further order of 25m <sup>3</sup> from LEMP expected.
Activity 5.4 Carry out tourism survey of 3 Community Forests each year	We will work with Tourism and RSPB to design and carryout survey

<p>Activity 5.5 Set up, promote and deliver eco-tours and activities at all 3 community forests</p>	<p>Tours have primarily been based around the MF and we will be continuing to develop these over the coming months.</p> <p>Educational and volunteer activities have been carried out at all three sites</p>
<p>Activity 5.6 Promote project to local population and tourists</p>	<p>Project promoted via newspaper articles and our Facebook page. The numbers of 'likes' has grown over the last year as we have been more active in posting regular articles and talking more about it. Facebook has become very popular on the island and we realise that this is a medium that has more potential to engage people of all ages in, but most particularly the island's youth.</p>
<p>Activity 5.7 Deliver monthly conservation sessions to local public and tourists</p>	<p>The monthly Conservation Volunteer Day (CVD) continued on the first Saturday of each month at various locations. Over the year CFP held 11 Volunteer Days, attended by a total of 69 volunteers of all ages.</p> <p>The Secondary and Primary Schools 'Kid's Tree Club' started Nov 2014 held 33 sessions across the four schools attended by 54 pupils.</p>
<p>Activity 5.8 Monitoring and evaluation visit by overseas partners</p>	<p>We have been unable to co-ordinate a separate visit for Kew in this year despite the efforts of Jason Curtis and the new PM to engage in a dialogue about the nature of the support. Organisational changes at Kew have left our colleagues overwhelmed with work responsibilities, adapting to a shift in scientific focus and working with a smaller budget. We did however participate in and benefit from Kew UKOTs Horticulturalist Marcella Corcoran's visit (Appendix Doc 8). We are trying to work out the best solution to support the CFP. It is currently impossible to plan for or make any travel arrangements to and from St Helena after mid July when the RMS ends its service in Cape Town 14<sup>th</sup> July and we have no news of flights or alternative shipping arrangements.</p>
<p>Activity 5.9 Dissemination of Project Results</p>	



## Annex 2 Project's full current logframe as presented in the application form (unless changes have been agreed)

Project summary	Measurable Indicators	Means of verification	Important Assumptions
<p><b>Impact:</b></p> <p>The project will contribute to bringing about a fundamental change on Saint Helena and local people's outlook of its natural resources. Young people and disaffected individuals engaged in sustainable positive activities whilst achieving skills and positive attitudes to enhance their own, and their island's future prospects and development, whilst safeguarding and improving the status of the island's biodiversity and combating climate change. A scientifically backed carbon sequestration project draws positive attention to Saint Helena and credibility to similar projects around the world. Community Forest based social enterprise provides economic and positive environmental management sustainability, empowering local people to make a living from their local resources in an environmentally friendly way.</p>			
<p><b>Outcome:</b>The 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>Indicator 1: Sustainable income for conservation is generated from on-going eco-tourism, based on scientific research into the carbon storage potential of endemic restoration work.</p> <p>Indicator 2: A minimum of 2 graduates of the Forest Schools OCN Level 3 certification, equating to 100% engagement rate of those trained, actively engaged in delivering Forest Schools programme by end of year 2, increasing the offer of alternative education experiences and improving on-island knowledge of environmental awareness and citizenship.</p> <p>Indicator 3: Local people are trained in conservation skills to expand the island's conservation capacity, and to create sustainable employment and local careers.</p> <p>A minimum of 2 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 50% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive</p>	<p>Indicator 1: 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>SHNT's Carbon Offsetting Scheme is supported by SHG Tourism as evidenced in their published literature and website.</p> <p>Fact sheet produced about carbon offsetting potential of endemic restoration.</p> <p>Indicator 2: Project Annual Reports and End of Project Report showing numbers of school children worked with.</p> <p>Forest Schools feedback forms for pupils and teachers.</p> <p>2 fully UK trained Forest School providers.</p> <p>Regular articles in local press</p> <p>Pupil personal development is evidenced by start and finish assessments of pupils engaging in the Forest Schools programme on its 6-7 week cycle.</p>	<ol style="list-style-type: none"> <li>1.UK Government and SHG projections of post-airport construction tourist numbers are achieved or near achieved</li> <li>2.Project partners, particularly SHG and the Education Directorate, maintain positive participation with the project.</li> <li>3.A sufficient number of Saint Helenians are interested in developing social enterprise initiatives and produce forest crafts.</li> <li>4.The scale of island tourism and endemic restoration justifies an international offsetting scheme.</li> <li>5.SHG will set up a 'green tax'.</li> <li>6.There will be sufficient interest from potential applicants and the capacity on island to assess and verify candidates to train 12 NVQ apprentices.</li> <li>7.There will be sufficient employment available in conservation and tourism to employ graduates of the NVQ.</li> </ol>

	<p>management of the environment.</p> <p>Indicator 4: Key biodiversity sites are expanded and made more 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>Indicator 5: Local communities and schools are engaged and involved in conservation, actively managing and taking responsibility of their endemic environments. Social enterprise opportunities within conservation are developed and promoted.</p>	<p>Indicator3: 4 diplomas achieved and awarded by City &amp; Guilds.</p> <p>Indicator 4:</p> <p>Baseline surveys completed in Year 1 of the project compared to follow-up surveys in Years 2 and 3.</p> <p>Project Annual Reports and End of Project Report.</p> <p>Review of Restoration Plans for the three sites – 2015 and 2016</p> <p>Indicator 5:</p> <p>Project Annual Reports and End of Project Report.</p> <p>Four school mini-forests well established at each school, with photographic evidence.</p> <p>Feedback forms completed by teachers at the schools about the benefits and legacy of these new endemic sites.</p>	
<p><b>Outputs:</b></p> <p>1. Masters degree level project completed on carbon sequestration leading to the adoption with SHG Tourism of a local SHNT carbon offsetting scheme.</p>	<p>1a. 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.</p> <p>1b. Positive quarterly meetings throughout project with SHG Tourism Directorate to set up SHNT's local carbon offsetting scheme.</p> <p>1c. Income stream developed from SHNT's local, voluntary carbon offsetting scheme.</p>	<p>1a. Masters Project produced with publication of results</p>	<p>A Masters level student can be recruited to deliver the carbon sequestration study in partnership with project staff</p>
<p>2. 580 school children (310 Primary, 270 secondary currently registered) worked with through Forest Schools</p>	<p>2a. Two Saint Helenians trained in Forest School Leadership in the UK</p> <p>2b. Forest schools programme to start</p>	<p>2a. "How to" guide on Forest Schools produced and made available as an online resource with links to the UK and</p>	<p>Education Directorate maintain complimentary vision with the project</p>

<p>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>January 2014 with numbers of attendees recorded and increasing in Year 3</p> <p>2c. 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.</p>	<p>other Forest School practitioners to share best practise.</p>	
<p>3.4 NVQ Level 2 Diplomas in Work-Based Conservation achieved.</p>	<p>3a. 2 NVQ diplomas achieved annually, increasing skills on island.</p> <p>3b. 50% of apprentices obtain jobs in the conservation or tourism sector</p> <p>3c. 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.</p>	<p>3a. 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>Saint Helena maintains City &amp; Guilds accreditation and appropriate trainers and assessors are on island</p>
<p>4. Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest 250ha, High Peak 3ha, Blue Point 13ha)</p>	<p>4a. Full complement of project staff in place</p> <p>4b. Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.</p> <p>4c. Monitoring and survey work inputting into the restoration plan reviews show increase in positive management</p>	<p>4a. 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>Appropriate staff are recruited and complete contracts</p>
<p>5. Endemic mini-forests established at all the island schools with pupils actively managing and taking responsibility of their endemic environments.</p> <p>New income streams established from enterprise initiatives (sale of plants and forest products (e.g. mulch) and eco-tourism) contributing to the financial</p>	<p>5a. Monthly sessions set up with each school to maintain and develop the endemic mini-forest sites.</p> <p>5b. Training on guided walks tours delivered.</p> <p>Long term volunteers recruited and hosted, working for a minimum of 4 days</p>	<p>Sessions recorded of volunteer and pupil work at the mini-forest school sites. Photographs taken of establishing mini-forests. Attendance recorded at monthly volunteer days.</p> <p>Course literature produced in year 3 for</p>	<p>Sustainable forest products are viable and there is enough interest on island.</p> <p>The sale of endemic plants is supported by the new SHG policy under the Environmental Protection Ordinance. The former head of EMD assured the CFP Project Manager that this will be</p>

sustainability of the Community Forests by end year 3	per week, contributing to project outcomes. 5c. Income streams established from new enterprise initiatives (sale of plants and forest products (e.g. mulch) and eco-tourism) contributing to the financial sustainability of the Community Forests by end year 3	guided walks and tours. Business plan and best practise guidelines produced for forest products (plant and mulch production)	finalised during 2015.
<p><b>Activities</b> (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)</p> <p>1.1 Advertise Masters project at academic institutions and recruit student 1.2 Complete Masters project 1.3 Set up local carbon offsetting scheme</p>			
<p>2.1 Recruit Forest Schools Officer 2.2 Research and develop Forest Schools Programme, including training 2.3 Deliver Forest Schools Programme</p>			
<p>3.1 Recruit Community Forests Co-ordinator 3.2 Recruit 4 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</p>			
<p>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 Establish monitoring programme to record information on numbers of each species planted, their growth and survival. 4.6 Carry out Wirebird habitat restoration and monitoring 4.7 Set up Wirebird interpretation area 4.8 Quarterly meetings of the Steering Group</p>			
<p>5.1 New path and sign posted path network giving improved access to and interpretation of CFP sites. Research and develop business opportunities to support financial sustainability of the Community forests. 5.2 Deliver training in forest products and guided walks and tours 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</p>			

- 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
2	MRes financed under (DPLUS024) but linked to this project	1 x Female	Saint Helenian		1		1	1
6A	Forest Schools Practitioner	2 x Female	Saint Helenian		2		2	2
6A	Safe use of Pesticides	2 x male, 5 female	1 French, 2 x British, 4 Saint		7		7	
6A	Database for beginners – 3 day course in Access 2010	4 x Female	1 French, 2 British, 1 Saint		4		4	
6A	NVQ Assessor	1 x male	British				0	1
6A	Nursery Training – UK visit	1 x female	Saint Helenian		1			
6A	Nursery training – St H under (DPLUS037)	1 x male 1 x female	Saint Helenian		2			
7	Safe use of chemicals procedures manual				1			
9	Site restoration plan for MF, HP and BP				1			
21	Forest School based at the Blue Hill Field Centre				1			
23	£2,300 for re-wiring the Forest School (Blue Hill) Field Centre							

**Table 2 Publications**

Title	Type (e.g. journals, manual, CDs)	Detail (authors, year)	Gender of Lead Author	Nationality of Lead Author	Publishers (name, city)	Available from (e.g. weblink or publisher if not available online)
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