



## DARWIN INITIATIVE



### *Pre-Project Funding Report*

This report should be completed and submitted with a Stage 1 Darwin Application

Project Title	Local Action for Global Impact – Community Conservation Films
Country(ies)	Kenya and Tanzania
Project Ref No. (if known)	
UK Organisation	University of Leicester and the Brock Initiative
Names / Titles of those who travelled to the host country	Dr David Harper Mr Ben Please
Grant Value	£3000
Start and Finishing Dates	15 <sup>th</sup> – 25 <sup>th</sup> August 2006
Report Date	15 <sup>th</sup> September 2006

1. Please provide a concise overview of the activities undertaken during the pre-project development visit. (Please also include relevant activities before and after, as appropriate). Please highlight those that were not planned.

[Planning meeting David Harper, Richard Brock & Ben Please in Leicester, July](#)  
[Meetings & discussion topics in Kenya & Tanzania –](#)  
**Nairobi** 15<sup>th</sup>, National Museums of Kenya Biodiversity Centre, education in Regional Museums; 16<sup>th</sup> a.m. Wildlife Clubs of Kenya, their film outreach programme; 16<sup>th</sup> p.m. Kenya Institute of Education, their role in setting national curricula, support materials and teaching of sustainability within different subject areas. 17<sup>th</sup>, IUCN Eastern Africa office, role of films in conservation awareness. **Arusha** 18<sup>th</sup> a.m. TANAPA, education in Tanzanian National Parks and value of short films to that and TANAPA outreach work; 18<sup>th</sup> p.m. TAWIRI and their research role in wildlife conservation; 18<sup>th</sup> pm, 'Malihai Clubs' and eve 'Majabi' (both conservation NGOs distributing films) their film outreach programme throughout Tanzania. 19<sup>th</sup> Manyara National Park, education and outreach. 20<sup>th</sup> Arusha National Park, education and outreach. **Dar-es-Salaam** 21<sup>st</sup> a.m. Tanzania Institute of Education, their role in national curricula (same as KIE); 21<sup>st</sup> p.m. Wildlife Conservation Society of Tanzania, their role in biodiversity conservation and education throughout Tanzania. 22<sup>nd</sup> Tanzania Education and Information Services Trust (TANEDU), their work promoting ICT in Tanzania, their website and its uses and their facilities. **Iringa** 23<sup>rd</sup>, Friends of Ruaha, Wildlife Conservation Society, WWF Tanzania and Tanzania Bird Atlas (Baker family). Use of Ruaha series of films since 2004, follow-up., how experiences in Ruaha could guide full application. (24<sup>th</sup> travel back to Dar then Nairobi) **Nairobi** 25<sup>th</sup>. National Museums of Kenya Audio Visual Services, their facilities and work in film-making and their uses, how our project would fit; Nature Kenya, their role in biodiversity conservation education and use of films, their regional groups.

2. Were any difficulties or setbacks encountered? If so, how did they impact on the intended achievements for the visit, and on the intended Darwin project proposal.

[There were no difficulties or setbacks. The visits had all been planned in advance and they all made an excellent contribution to the evolution of the full application](#)

3. Briefly explain how the pre-project funding has helped to confirm or change the planned project intervention – what difference did getting the grant make?

[The visit has confirmed that the few films already made by Ben Please and/or Richard](#)

Brock are being used and that the organisations which show them believe them to be highly successful. All organisations' existing films are, as suspected, commercial films made for western audiences by major film-makers like Alan Root, Simon Trevor, BBC and donated. They are dramatic and informative, but audiences are entertained by them rather than becoming involved in them. There are three major benefits to our application as a result of the Scoping visit. 1) As our visit unfolded, it became clearer that the project will need a good base in each country from which to produce films and educate new film-makers, which would require both room space and local advice. We found the combination of these in each country, but this would not have been possible without the visits and discussions. 2) The regional education centres that will become film centres became clear to us in each country, based on a different combination of government and NGOs in each. 3) It also became clear that evaluating the films' impacts is a vital part of the full project. This would be needed by TIE and KIE to give them high status within the educational system. Considerable effort and planning will be needed to follow up film showings with structured meetings, examining groups and their leaders from each level of audience (primary, secondary, tertiary, community). We were able to secure a new partner to help lead this part of the project, made possible by discussion as part of DMH's other Scoping Study, (Sustainable livelihoods in Rift Valley (Kenya) woodlands to conserve Biodiversity) who is a Social Scientist with over 25 years of community-based development work and education amongst the three tribal groups around Baringo, Kenya and has experienced the value of Brock Initiative films through one being made in 2005 as part of the Darwin Grant 2003-6 to DMH for lesser flamingos and Lake Bogoria conservation.

4. Briefly describe the outcomes and conclusions arising from discussions with the host institution(s). What is the value of the project to the host institution(s) and what will their intended contributions be. Have any other partnerships evolved as a result of the pre-project grant?

Individuals at every meeting that we held demonstrated great enthusiasm for the idea and commended the short demonstration film (of the Ruaha film *Maji ni Uhai [Water is Life]*) that we showed on a laptop. Each saw the value to them in being able to show a wider range of films to their target audiences and all also saw the value in being able to make the films in-country through the training which we outlined to them. Overall, it was clear to us that there is inadequate capacity to show films (capacity has not kept up with the digital advances of the last few years) and almost no capacity to make films (again, no digital capacity), so our full project could leave a lasting impact on each country.

#### 5. Conclusion and lessons learned from the Pre-Project Grant

Briefly highlight the main conclusions (positive and negative) gained from the pre-project grant. Please also include any suggestions you may have for improving the impact of this funding scheme.

We have no negative conclusions and the positive ones are those that have improved the detail of our application and increased its chances of success in the countries, if funded. Our overall conclusion is that Scoping Studies should become a normal first stage of Darwin projects because of their value.

Signed:  
Name / Title:  
Dr David Harper, Senior Lecturer in  
Ecology, University of Leicester

Date:  
15<sup>th</sup> September 2006

**Please restrict this report to no more than two pages in length and send the completed form to ECTF with your Stage 1 Application Form either via email to [darwin-applications@ectf-ed.org.uk](mailto:darwin-applications@ectf-ed.org.uk) or by post to ECTF, Pentlands Science Park, Bush Loan, Edinburgh EH26 0PH.**