



Department  
for Environment  
Food & Rural Affairs



Foreign &  
Commonwealth  
Office



Department  
for International  
Development



## Darwin Plus: Overseas Territories Environment and Climate Fund

### Final Report

**Important note** To be completed with reference to the Reporting Guidance Notes for Project Leaders:  
it is expected that this report will be a maximum of 20 pages in length, excluding annexes

#### Darwin Project Information

Project reference	20-005
Project title	Community Forests Project (CFP) [Creating community forests to enhance biodiversity and provide educational activities]
Territory(ies)	St Helena
Contract holder Institution	St Helena National Trust (Trust)
Partner institutions	Environmental Management Division (EMD); Education Directorate (ED), Enterprise St Helena (ESH), St Helena Tourism, New Horizons, Civil Society Support; Royal Botanic Gardens Kew (RBG, Kew) and RSPB
Grant value	£293,850
Start/end date of project	1 <sup>st</sup> October 2013 – 30 <sup>th</sup> November 2016
Project leader name	Jeremy Harris, Director St Helena National Trust
Project website/Twitter/blog etc.	<a href="https://www.facebook.com/communityforests">https://www.facebook.com/communityforests</a> <a href="https://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/">https://www.nationaltrust.org.sh/shnt-conservation-programmes/natural-heritage/community-forests-project/</a>
Report author(s) and date	Rebecca Cairns-Wicks, 16 <sup>th</sup> May 2017

## 1 Project Overview

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 Stakeholders/Partners**

The St Helena National Trust (SHNT) is the lead institution on CFP. There were 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) represented several island partners: Education Directorate (Vivienne Ward - Early Years Education Advisor to July 2015 and Wendy Benjamin, Assistant Director Schools, Sept 2015 to end of project), EMD (Shayla Ellick - Species Conservation & Environmental Research Officer to April 2015 and Mike Jervois, Terrestrial Conservation Officer from April 2015), and Civil Society Support (Liz Johnson). SHNT representatives were Rebecca Cairns-Wicks (SHNT Trustee and ecologist to October 2015 and thereafter CFP Project Manager) and SHNT Director (Jeremy Harris).

The partnership between the CFP and partners has been 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.

The nature of the relationship with our stakeholders naturally changed during the course of the project. Our relationship with EMD and ED strengthened as we worked more closely on activities with shared areas of interest and goals. Other relationships changed from that which we were expecting, for example our working relations with ESH changed after responsibility for the Apprenticeship scheme transferred to the Education Directorates Life Long Learning Centre. Instead ESH have provided essential support to Trust's voluntourism by providing a subsidy for accommodation and we've received grant aid to support the development of enterprise work at the Millennium Forest. We also expect to work closely with them in the development and implementation of our business plan. Our intended relationship with New Horizons didn't fully materialise. At the start of the project we had a shared interest in Blue Hill Field Centre for outdoor based activities and stays. New Horizons decided it no longer had an interest in the building and now only maintains the 'jungle gym'. We've also forged new stakeholder relations as our work on community environmental outreach grew, notably with the Brownies in creating Brownie Wood (Evidence Ref Doc XX) and Safeguarding Directorate in supporting our work with Forest School and environmental based activities at the Millennium Forest.

**EMD** - the EMD nursery at Scotland provided support for the production of endemics for the Ginger Patch, High Peak as we cannot grow cloud forest species at the Millennium Forest nursery. The CFP Nursery Officer, Brianna Yon (BY), worked at the EMD nursery one day a week to sow, pot on and care for the endemics grown. BY was 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 also initiated collaborative work days with EMD's peaks team where we learn new skills, share working practise and expertise to develop relevant propagation and habitat restoration skills.

EMD also provided support to their staff member Shayla Ellick during the time she was studying. , Shayla, completed her MRes., titled "The carbon sequestration potential of *Commidendrum robustum* Roxb. (DC.) within the Millennium Forest restoration site, St Helena Island", in June 2015 (full document is available at <http://etheses.whiterose.ac.uk/9337/>). EMD gave her time for study leave and helped with transport.

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

**Education Directorate** - The Education Directorate (ED) has been instrumental in providing a strong support and steer on the establishment, integration of the Forest School into the Education Curriculum particularly amongst the Primary Heads and in the later stages of the project helping to raise funds to continue to support the investment. We are most grateful to Shirley Wahler, Director of Education and Employment, Wendy Benjamin, Assistant Director Schools, and Vivienne Ward.

We also worked closely with Cynthy Bennett, Work Development Co-ordinator, and Joyce Duncan, NVQ Quality Assurance Co-ordinator, to support our NVQ apprentices who are financed under the ED Apprenticeship Scheme and training the Project Managers as an NVQ Assessor (Katrine Herian, Jason Curtis up to October 2015 and in third year of project Rebecca Cairns-Wicks).

**New Horizons** – New Horizons opted out of managing the Blue Hill Field Centre for the public in 2015. The SHNT are now managing the property as a base for the Forest School programme and maintaining 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 with the Blue Hill Community Centre (BHCC) and New Horizons. New Horizons continue to take care of the playground equipment and we share the grounds maintenance with the BHCC.

**Enterprise St Helena (ESH) & St Helena Tourism** – Enterprise St Helena provide financial support so that the Trust can promote voluntourism on St Helena.

St Helena Tourism promotes the work of the Trust and it's Community Forests <https://www.facebook.com/visit.sthelenal/>. Chris Pickard Director of Tourism supports the concept of a volunteer carbon scheme and Tourism will work with us to develop it.

**Civil Society Support**–Liz Johnson provided valuable insight and advice to support the CFP through the SG. We have successfully applied to the Community Development Organisation's Grant scheme for three grants related to the Community Forests. £2,300 was secured for the re-wiring of the Blue Hill Field Centre, the base for Forest School and a further £982 for refurbishment of the kitchen at the Blue Hill Field Centre. Both of which have been completed. A third grant of £3,652 for signage and benches at the Millennium Forest is partially completed and is due to be completed September 2017.

**RBG Kew**- hosted the CFP Nursery Officer, Brianna Yon in the UK in 2015. 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, recently promoted to Millennium Forest Supervisor). During her visit Marcella took time to visit and provide advice on the MF nursery and her advice has led to improvements in nursery hygiene and pest control. Professor Quentin Cronk (RBG Kew) provided mentoring to PM Jason Curtis and has acted as a liaison between the CFP team and Kew in 2015.

**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.

### 3 Project Achievements

#### 3.1 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.

**Baseline** – No Master Student, no local carbon off-setting scheme

#### **Change brought about by the project**

Indicator 1. Advertise Masters project year 1. Work in partnership with Masters level student and their academic institute to develop and complete carbon sequestration project in year 2 of project.

– Shayla Ellick successful candidate, study designed, executed and successfully completed. Source of evidence: <http://etheses.whiterose.ac.uk/9337/>. An abstract of the thesis was sent as Appendix Doc 3 in the 2016 Annual Report.

Indicator 2. Positive quarterly meetings throughout project with SHG Tourism Directorate to set up SHNT's local carbon offsetting scheme.

As we haven't yet worked out the detail of what the scheme is there hasn't been a need to meet regularly beyond the initial meetings which took place and secured the support in principle and set out an indicative work plan. When we have identified exactly what the scheme will be, we can then go back to Tourism with more detail and plan the launch and promotion together. The key areas of support we will need are the national adoption and promotion of the scheme to visitors, tourist service providers (tour companies, hotels). As suggested by the Director of Tourism Chris Pickard, the island's Governor, Lisa Philips has been informally approached and agreed to launch the initiative when we are ready.

Indicator 3. Income stream developed from SHNT's local, voluntary carbon offsetting scheme.

We have not yet established an income stream. Scientific research to underpin the development of the scheme has been carried out and further work has been initiated (See Evidence Doc 1: Volunteer Carbon Scheme). One of the project assumptions is that air access would have been in place in 2015. With delays in the establishment of air access to the island, the opportunity would not have been realised within the timeframe of the project, even had we progressed to a scheme.

**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.

Baseline: No qualified Forest School Practitioners, No Forest School and no educational outreach associated with the project.

#### **Change brought about by the project**

Indicator 1: Two Saint Helenians trained in Forest School Leadership in the UK

Two Saint Helenians are UK trained Forest School Leaders and this was reported in the CFP Annual Report for 2013-14.

Indicator 2: Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3

The Forest School Programme was launched under the CFP in November 2014 and ran for two years under the project. In its first year 185 students from the islands three primary schools and PAS Learning Support Group attended Forest School. In the following year this grew to 340 students across Early Years, Primary and Secondary. At the end of the CFP 571 students had attended Forest School. Of these 82 were Early Years, 449 Primary and 40 Secondary. Some classes will have had an opportunity to attend more than one session. Forest School is a six week programme so Forest School will work with the same students through a half term, this represents a total of 2618 student visits. Details are provided in Table 1 Evidence Doc 2.

The CFP focused on the Primary Sector because it was more feasible to engage Primary schools who have a bit more flexibility in their curriculum than the Secondary School. The PAS Learning Support however was the exception because they don't work to the National Curriculum and provide an alternative structured approach to assist learning. They were able to make repeated visits because they are only a small group.

We started off with two Forest School Practitioners; Martina Peters based at the Trust and Sheena Isaac a full time teacher at St Paul's Primary. After the first year however Sheena Isaac was unable to continue to support the programme. The school faced its own challenges of staff retention and at the same time was supporting staff in overseas training. This created a critical shortage in teaching staff within the school. The Headteacher was therefore reluctant to release Sheena for Forest Schools. Transport to Blue Hill was also problematic. Sheena had to travel with the school group, leaving her no time for onsite preparation for the lesson. Much fell to Martina who supported her as Assistant. In the second year, Martina continued alone supported by Liza Fowler the Trust's Invertebrate Education Officer under the 'Bugs on the Brink' Darwin Initiative Project 19-029 and other CFP staff and volunteers. Teacher Assistants often accompany classes to Forest School and Martina identified that Teacher Assistants could potentially train to be Forest Assistants because they had more flexibility to their work programme and possibly future Practitioners.

The CFP didn't manage to give every Primary aged school child an opportunity to experience Forest School. What we have done however is show Teachers and the Education Directorate the benefits of having a Forest School (Shirley Wahler testimonial and Forest School Knowledge Reviews Evidence doc 3) and for those students and their Teachers/Teacher Assistants who we have reached provided positive experiences which they've really enjoyed (Feedback forms Evidence Doc 4).

Martina has produced a Forest School Handbook (see Evidence Doc 5).

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.

During the course of the project the following environmental activities were delivered by the Forest Schools Officer supported by CFP and Trust staff:

The CFP supported the schools to deliver educational outreach. During the course of the CFP Martina delivered 35 in-school sessions, field trips and activities, many of which using the Darwin Education pack, amounting to 701 student experiences for this period.

In addition the CFP hosted fourteen 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. Parents brought their children to the Activity Days during the school holidays ranging in age from 3 years to 11 years. In total 99 children attended with attendances for a session varying from 1-20 attendees.

A new education area at the MF displaying 10 endemic species that also doubles as a protected seed orchard and called the Vernon Exhibition Area in memory of Vernon Duncan who worked on setting up the area with Martina, provides an opportunity to show off the range of dryland endemics that grow at the Millennium Forest and signs designed for young people have been produced to identify them and describe interesting facts about them.

Table 2 in Evidence Doc 2 details the educational outreach activities delivered by the CFP 2014-2016.

See Evidence Doc 6 Snapshots of events during CFP

### **Output 3** 4 NVQ Level Diplomas in Work-Based Conservation Achieved

Baseline- No qualified NVQ assessor for Work based conservation, no opportunity for local people to gain Level 2 diploma

#### ***Change brought about by the project***

Indicator 1: 2 NVQ diplomas achieved annually, increasing skills on island.

In years one and two, the project supported training for the Project Manager to train to be a NVQ Assessor for Work Base Environmental Conservation Level 2 Diploma. In each year the Project Manager left the project before completing their award. In the third year of the project, the third Project Manager Rebecca Cairns-Wicks started the training programme. Rebecca is still working towards completing the award and has successfully completed her class based theoretical training and had an observation assessment whilst working with her student. She also attends the NVQ quarterly Assessors Standardisation Meetings, a requirement to be an Assessor and meets with her assigned Internal Verifier. She is expected to complete the training in July 2017.

During the project the CFP team have supported 3 Apprentices (Ben Dillon, Marayka Henry, Kayleigh Harris) and registered four NVQ students with City and Guilds. Marayka and Kayleigh achieved 1 and 2 units respectively and whilst they didn't complete their NVQ they are able to get certification for the units they have achieved. Brianna Yon, the CFP Nursery Officer, left the Trust at the end of March 2017. Antonio Green is still pursuing his NVQ. Antonio works for the LEMP. He is receiving strong support from his immediate line manager and the LEMP Project Manager.

The Trust is committed to securing a qualified NVQ Assessor and the responsibility falls within the TOR of the newly created post of Head of Conservation, held by Rebecca Cairns-Wicks.

Rebecca needs two students in order to gain her qualification. We're very pleased that Richard Henry, Nursery Worker at the Millennium Forest, has agreed to take on the NVQ and we are confident that he has the ability to succeed. The NVQ will help him to develop his working practises and grow his experience in the work place. In the last 6 months of the CFP Richard was given more responsibility for the day to day management of nursery production and his TOR and salary revised in recognition. We were able to retain Richard after the end of the CFP because of income coming in from LEMP. Richard's TOR has since been further revised to extend his responsibilities and an incremental increase on his salary in recognition.

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.

Indicator 3

### **Output 4** Three Community Forests actively sustainably managed covering up to 266 hectares (Millennium Forest, 250 ha, High Peak 3ha and Blue Point 13ha)

Baseline – no project staff in place, nursery production and work programmes not sustainable because insufficient income, no monitoring programme in place.

#### ***Change brought about by the project***

Indicator 1. Full complement of staff in place

The CFP created three new posts within the Trust, Community Forests Project Manager, Community Forests Co-ordinator and Nursery Officer. A fourth post, Forest Schools Officer, was created to support the Forest School output. Two further posts the MF Chargehand and

MF Labourer were part funded (2014/15 £7,971; 2015/16 £7,000, 2016/17 £2,918) at the Millennium Forest.

Additionally the project hosted nine LTV and supported the training of 3 Apprentices.

At the end of the CFP the Trust was able to retain its three core staff at the MF, two of which had been supported through the CFP, engage the Nursery Officer, Brianna Yon, under a new TOR to provide dual support for nursery production at the MF and Scotland to support DPLUS025 (Spiky Yellow Woodlouse), and revise the job title and TORs of the Forest Schools Officer, Martina Peters, and Community Forests Project Manager, Rebecca Cairns-Wicks. Martina now has responsibilities which include management oversight for Blue Point and the Ginger Patch and Rebecca, as the new Head of Conservation, will focus on sustaining the gains made by the CFP, by sourcing project funding and developing the sustainable income streams.

Indicator 2: Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.

All three CFP sites are actively being managed. The level of management varies considerably between the sites. The MF is the main focal point for our community forests work and the greatest effort has been made here to deliver habitat restoration actions. Site management plans were drawn up for each of the CFP sites in the first six months of the project in consultation with stakeholders. These were reviewed October 2015 and a summary of achievements under the project is provided in Evidence Doc 7.

At the end of the CFP, six months support one day per week to maintain the Ginger Patch was secured with income from cleaning the paddocks of the nearby Donkey Home. Martina Peters has been supported in planting and maintenance at Blue Point by the Trust's Post Box Walk team.

The CFP team met on Mondays to plan and co-ordinate activities for the week ahead. Actions needed for the delivery of the project were set out in a Gantt chart which as printed and posted on the office wall and each member of staff had a copy. In the last few months of the project, staff drew up their individual charts and set them out as posters beside their work stations.

Between April 2014 and November 2016, a total of **10,227** endemic plants were planted at the three Community Forest sites (**7247** at the Millennium Forest (MF), **2308** at High Peak (HP), **722** at Blue Point (BP)). An estimated 15% of these were been planted by volunteers and school visits. CFP also worked at seven additional community sites, including all the island's schools, planting a further **1343** plants. The majority of these were planted by local volunteers and pupils.

In the third year of the CFP we grew an additional **5,000** gumwoods under contract to the LEMP which have been planted in road side air access mitigation areas adjacent to the Millennium Forest.

We have continued to propagate and plant according to our habitat restoration plans.

Indicator 3 Monitoring and survey work inputting into the restoration plan reviews show increase in positive management

Community Forest Sites Restoration Plans were reviewed in October 2015. The progress achieved by the CFP against the actions identified in the plans is set out in Evidence Doc 7. The CFP has made substantial progress and achieved most of the actions it set out to. Future actions have been identified based on experience gained and lessons learnt (see also Evidence doc 8: Best Practises Guide) and these will form the basis of the next three year plan.

A monitoring programme was designed and implemented. Monitoring took place in January 2016 and was repeated again in September-October 2016. The results are given in Evidence Doc 9 & 10.

See Photographs of the sites Evidence Doc 25.

**Output 5** Endemic mini-forests established at all the island schools with pupils actively managing and taking responsibility for their endemic environments.

### ***Change brought about by the project***

Indicator 1: Monthly sessions set up with each school to maintain and develop the endemic mini-forest sites.

Endemic mini-forests have been successfully established at the islands three primary schools (See Photographic Evidence Doc 11). The CFP team worked on a monthly cycle with each school called 'Kids Tree Club' (KTC) to help them to plan, establish, care for and carry out educational activities based in their mini-forests. The mini-forests are established and pupils are actively taking care of and developing their 'forests' (See Evidence Doc 4).

The schools are situated in three very different geographic areas, for example Pilling Primary is in Jamestown where rainfall averages about 250mm per year whilst St Paul's Primary is based in the country with annual average rainfall of 1000 mm. The type of plant which they can grow, the rate of growth and the type of problem weed and pest species found are entirely different between the sites. Pilling struggles with having enough water to support the plants whilst St Paul's has so much it struggles to keep the weeds at bay. The amount of effort that is required to maintain the 'forests' is significantly different. Pilling School are now able to manage their 'forest' without substantive support from the Trust whilst St Paul's has asked for support beyond the CFP to help get it to a position where they can manage it.

All the schools have been given a 'How to Guide' (See Evidence Doc 12) and know that we will always try to give advice and support when we can and when requested.

The mini-forests directly support the CFPs intended outcome to create positive sustainable activities for young people and disaffected individuals, learning skills and developing positive attitude of themselves and nature. Bringing the 'forest' to the school and creating an easily accessible outdoor class room helps Teachers to establish a regular routine and integrating activities into the teaching programme.

Under the CFP Teachers and Teaching Assistants worked on the project supported by CFP staff on a monthly basis, called Kids Tree Club. It was left to the school to organise which class took part each month, and in the case of larger classes, students were split and the activities divided because the area was too small to take everyone at once. CFP staff initially led on identifying activities but as the KTC progressed students and their Teachers/Teacher Assistants took an increasing role in deciding what to do. This was particularly successful at Pilling where Teacher Brenda Corker took responsibility and additionally it became an important area for a young student who was being supported in his learning outside of the school.

In order to be sustainable the 'forests' needed to be adopted by the school. This wasn't easy given the demands on the schools during the project period. Schools faced a number of challenges to deliver the National Curriculum during the project period. Staff retention and supporting staff training overseas were two factors affecting them. Introducing something new which required a commitment and which wasn't part of the Curriculum was therefore challenging for the schools to adopt. Set up success depended on the interests and energies of individual Teachers and Teaching Assistants and the capacity of the school to absorb the additional responsibility. The pupils and their Teachers/Teacher Assistants response has been great. Longer term sustainability requires that the 'forests' become integrated into the schools' educational programme.



A change to the Primary Curriculum in 2016 resulted in the Sector adopting the Enrichment Programme which had previously been delivered in Prince Andrew Secondary School. Time each week is dedicated to learning activities with a focus on the wider island community and environment. The mini-forests have been adopted within that programme and form part of the rotational activities the pupils regularly partake in.

**Output 5** 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 of year 3.

Baseline – No income from plant sales at the Millennium Forest, No forest products produced for sale. No training in guided walks. No long term volunteers supporting conservation programmes on St Helena.

### ***Change brought about by the Project***

Indicator 2: Training on guided walks tours delivered. Long term volunteers recruited and hosted, working for a minimum of 4 days per week, contributing to project outcomes.

The CFP established the long term volunteering (LTV) initiative within the Trust. We produced a set of documents to support the programme: Long term Volunteering Handbook (Evidence Doc 14) and LTV agreement and policy). The Volunteer Handbook is already out of date and will be updated. The Trust collaborated with Enterprise St Helena and a local accommodation provider to establish rental accommodation to encourage volunteer tourism and at the same time generate income from tourists to support the initiative. The Trust was then able to offer accommodation at no cost to volunteers. Volunteers have to meet their own travel costs to and from the island. Volunteers worked four days per week on the project. In addition to providing accommodation the CFP provided a £50 food subsistence allowance.

The CFP developed and promoted the volunteer programme. Over the course of the CFP we received over 23 applications and hosted nine volunteers from overseas (Cynthia Llas, Sebastian Muermann, Felix Driver, Laurent Bate-Roullin, Stefan and Milla Loot, Harry Pressly, Sue Halfacre, Catriona Mcpherson). Volunteers made a significant contribution to the project. As volunteers, who chose to come to the island to work in conservation<sup>1</sup> at their own expense, they were committed and brought a range of practical and technical expertise and energies with them. The CFP team was small and the extra person power made a difference in getting jobs done, and in particular when it came to big jobs such as fencing and planting at Blue Point. Cynthia Llas went on to be the successful applicant for the post of Community Forest Project Co-ordinator, a job she executed with great energy and dedication and made a substantive and significant contribution to the successful delivery of project activities. Felix Driver went on to provide short term paid support to the Darwin Initiative 'Bugs on the Brink' Project) before leaving the island. Sue Halfacre, who was making a career change to Conservation, brought valuable experience from her previous career.

One long term local volunteer Eamon Mittens, under the Safe Guarding Directorates Occupational Therapy Scheme, who has worked with us one day per week for two years.

Our experience and success has been very positive overall. We've learnt that it is important to make good choices when recruiting volunteers, just as required for the recruitment of a candidate to a new substantive post. Single individuals can have a big impact on a small team, either positive and strengthening or challenging and divisive. Most importantly both parties need to benefit from the experience and this also requires good understanding of expectations, roles and responsibilities and management. Volunteer application and vetting procedures are in place and a Volunteering Agreement that sets out the expectations for each party.

The Trust continues to support volunteering as a form of eco-tourism beyond the life of the CFP and this forms part of the Trust's strategy. A new volunteer is expected to join us in June 2017.

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<sup>1</sup> With the exception of Milla and Stefan Loot who sought the experience to assess whether St Helena was a place for them to settle.

Guided walks and tours is an important source of income for the Community Forests, and importantly provides us with a valuable opportunity to share our story, enhance the visitor experience and help spread the interest in our work. Invariably as tour guides, we also learn something new from our clients. During the CFP tour guiding income remained small. The experience of Magma Way tours, a company we work closely with has been that “with regular access by ship we had a steady flow of tour groups, during the build-up to air access and the resulting disruption to scheduling the number of tour groups decreased having a noticeable effect on our tour company.”

The Trust promotes its tours through the Tourist Office and Solomon & Company (shipping agents who co-ordinate cruise ship tours). We also have leaflets in the Trust head office in Jamestown.

The CFP has designed and developed two new walks around the Millennium Forest: MF Gatehouse trail and Wirebird trail which can be self-guided or guided (see Evidence Docs 16 & 17 for descriptions and Photographic Evidence Doc 18) and trained staff in taking tours (Evidence Doc 15 and picture in Photographic Evidence Doc 6 of Richard Henry practising his skills). This gives us a base for growth.

New leaflets for the walks are expected to be completed September 2017 so that visitors can self-guide.

Hosting tours by other tour companies is also a source of revenue when the host company encourages its clients to plant trees during their visit. Through the CFP we have worked with Magma Way tours. Table 1 shows the number of tourists which they have taken linked to tree planting at the Millennium Forest over the last three years. The numbers are small and variable and reflect the uncertainties the island has suffered with regards to access.

Table 1 Magma way MF tourist numbers

Year	Tourist number
2015	17
2016	25
2017	5 – with no further bookings to date

It will be very important for the Trust to realise the potential and grow its tour guiding business, particularly with the expectation that by the end of 2017 there will be a regular flight service established. To do this the Trust will need to develop its marketing strategy for the tours. In June 2017 the Trust will open up its new job premises in the cellar of its office headquarters at Broadway and this will be the point of contact with visitors and a new set of leaflets promoting the work and services of the Trust. It is managed by the Trust’s Communication and Shop Manager, Kylie Hercules. With the shop open for business Kylie will be able to direct some of her time to marketing.

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

Generating sustainable income streams from social enterprise initiatives based on the Community Forests is essential for the long term sustainability of the Trust’s Community Forests Programme and the primary focal point for this is at the Millennium Forest.

Enterprise initiatives have centred around developing existing services and producing new products and services based on what we already do, the resources we have available and what we’re good at.

Under the CFP we have successfully produced at our own nursery based at the MF and at the Environmental Management Division's Nursery at Scotland 16 different dryland and 18 different moist upland endemic plant species which we've planted across the CFP sites. The knowledge and skills grown through the project are now being used to grow plants for sale. In the financial years 2015/2016 and 2016/2017 this has been limited to Government contracts<sup>2</sup> under the LEMP because we've been waiting for the legislative framework to be established which would permit us to sell endemics to the public. We expect that this will be resolved in 2017/2018 and open up the market place.

Table 2 below shows the income derived from plant sales for the last three years from our two main sources of plant income. Firstly the sponsoring of trees to be planted in the MF by individuals and secondly the income from LEMP contracts to produce plants.

Table 2: Income from plant sales for last three years 2014 to 2017

Description	2014-2015	2015-2016	2016-2017
Number of sponsored trees	72	148	58
Amount raised from trees and donations <sup>3</sup>			
Value of LEMP contract	-		
Income from plant 'sales'			

Market sales research was carried out in the form of a questionnaire. We has 60 respondents. The majority of respondents already buy non endemic plants, for pot plants or garden plants, either rarely (once per year), occasionally (2-3 times per year or regularly (4+ times per year). Most of the respondents indicated that they would buy plants more often if they were available and would be willing to travel to the Millennium Forest to purchase plants. Respondents generally preferred to pay £1-3 for a plant, but some would pay more depending on the type of plant and size at purchase. For some potential customers, the Millennium Forest, was too far to travel just to buy a plant or plants. Other points of sales closer to home (where access was easier) were preferable, such as through market events organised by ESH and others in Jamestown, or elsewhere to promote small local businesses and charitable organisations to locals and tourists. For others, the venue of the MF was a potential added value, they might not travel to the MF just to purchase a plant, but if they are also going for leisure and pleasure, that could be an attraction.

Plant sales to the public could realise a regular stream of income, and a good marketing strategy will be needed. A business case has been drafted (see evidence Doc 19) and this will form the basis of more detailed business planning for which we will need the support of ESH. EHS provide grants for expansion of existing businesses and we will work with them to secure financial support (up to £7,500 of which we need to contribute 25%). We have also produced plans for the upgrading of the nursery (See evidence Doc 20) which will be required if we are to expand production sufficient to support plant sales for the public. The plans establish a vision for how we want to develop the forest over the next 5 years, in stages and as funding is available, starting with the nursery. We also need a grant of planning permission for change of use to be a point of sale to the public and a grant of permission to sell endemics to the public as per the Environmental Protection Ordinance (2016). Regulations governing commercial endemic plant production and sales have not yet been finalised.

<sup>2</sup> We have successfully bid for competitive contracts.

<sup>3</sup> When donors have opted to sponsor a tree and make an additional donation

The other new area of enterprise which we have been pioneering is wood chips sold to be used as a weed suppressing and moisture retaining mulch. Whilst wood chips either raw or matured are a well-established horticultural product in the UK the use of wood chip mulch has not been practised here until the CFP. A chipper was purchased under the CFP which we use to produce chipped ginger for our compost production. We also have a second chipper bought under the 2010-2013 DI project Increasing Conservation Capacity (18-020) this is also used for our wood chipping. The MF is located adjacent to the island's waste disposal site at Horse Point. This has both advantages and disadvantages. One advantage we are able to capitalize on for our chipping enterprise is that we can re-direct woody waste streams to the MF without any additional cost to the supplier or us. So we get a free material with which to create a product. Initially by spreading the word by mouth to businesses and individuals known to produce woody waste streams our MF Supervisor Chris Clingham now has regular suppliers of woody waste, which is deposited at the MF. Additionally the waste disposal site manager, Patrick Crowie, will let Chris know if there is potential waste for use. Without marketing we have initiated a small and steady supply of wood chip sales. In addition to selling the product we also hire out the chipper with an operator. This too has potential for small income generation.

In 2015-16 we sold £469 worth of mulch and chipper hire, this increased to £1,422 in 2016/17. LEMP has been our biggest customer. We expect to continue to sell to LEMP through 2017/18 but expect sales to fall away thereafter from this source. However our experience with our current small base of customers confirms that they like the product (because they are coming back for more) and it is performing as expected. There has been no evidence at the locations it has been used far that mulch encourages pests such as white ants. We haven't yet sought to expand the market because we haven't got the staff capacity to increase productivity. We will have more staff time available to develop the product once the LEMP contract has been completed in September 2017. We are confident that we can grow business in this market. The mulch production forms part of our business strategy for the Millennium Forest. We do have potential competitors in both the plant production and mulch markets<sup>4</sup> but we believe we have a competitive advantage as a social enterprise. We have a story to tell and customers are supporting our conservation programme which benefits the whole island.

Table 3 below shows the income raised from all sources in the last two years of the CFP.

Table 3: Millennium Forest income stream in the last two years

Description	Year	
	2015-2016 £	2016-2017 £
Sponsored tree planting & donations		
Donations		
Tours (MF only)		
LEMP Contracted plant production		
Wood Chips & Chipper Hire		
Grants		
Events		
<b>Total</b>	<b>£13,861.06</b>	<b>£17,853.30</b>

### 3.2 Outcome

The intended outcome was 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

<sup>4</sup> Nigel Joshua produces fire wood based at the sawmill Scotland. A by-product of his business is bark chips. He builds this up and lets it rot down. It has been used by one polytunnel farmer to grow plants hydroponically. However there are white ants at Scotland and the rotting pile does attract them.

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 has achieved much of its intended outcome. The Community Forests are valued as a valuable natural resource for the island (Evidence Ref 21 and 4). The CFP created a sound foundation for ecological sustainability and guardianship by the island community.

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

Scientific research has been carried out and further studies are on-going to characterise the carbon storage potential of our endemic restoration work.

The scientific study carried out by Shayla Ellick into the carbon sequestration potential of the St Helena gumwood, *Commidendrum robustum* at the Millennium Forest proved that ecological restoration by planting endemics was resulting in the rehabilitation of degraded ‘Crown Wastes’. This is very important as it forms the basis of what we are ‘selling’ to attract potential clients.

Planting of gumwoods at the forest from 2000 to 2015 was proven to have increased stored carbon stocks by  $52.5 \pm 12.20$  tonnes. The study areas were not areas under active management by the CFP and so were not rabbit fenced, watered, nor had any additional planting to densify and diversify species composition. They represented the sites with the least intervention and which were self-sustaining (though not naturally regenerating). There is therefore potential to increase storage stocks within these areas as restoration proceeds.

The conservation paradigm has changed over the years as resources and knowledge have grown and have proven successful through the CFP. Today we plant a variety of species suited to the habitat at high density to encourage quick canopy cover to reduce weeds and provide mutual support and shelter. Additionally planting is focused in areas which are protected from rabbits because of the damage they cause to young plants and the soils (preventing soil stabilisation, causing erosion and grazing pressure reduces ground cover and plant establishment around established trees keeping wind levels high and reducing litter layer).

Estimates of CO<sub>2</sub> emissions from flights are 30.7 tonnes per trip or 0.31 tonnes per passenger (AECOM 2011) in Ellick, 2015. A carbon scheme based on quantified carbon storage in gumwoods at the Millennium Forest is limited because we don’t yet have enough established trees provide a sustainable income to offset or even reduce an individual’s carbon footprint in getting to St Helena. If for example we attracted 84 passengers travelling to and from the island to offset their carbon footprint that would ‘lock up’ our existing quantified potential. We need further scientific research to be able to design a sound, verifiable and manageable scheme that will provide long term and sustainable income streams. It needs to be attractive to visitors and businesses on island, but also have potential reach beyond St Helena and by design can be extended to our other community forest dryland rehabilitation site (Blue Point) if successful.

Recognising the limitations of a single species study, the methodology established by Shayla Ellick was designed to be repeatable so that to could be extended to different sites and different endemic species.

We have teamed up with Gareth Clay at Manchester University to extend the scientific basal study to support the development of the Carbon Scheme (See Evidence Doc 22)

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.

The CFP successfully achieved its intended outcome of two trained Forest Schools OCN Level certification Practitioners. Please refer to 3.1 Output 2 above. Sheena Isaac was unable to continue the level of support initially expected in the second year of opening. Despite this Martina Peters did successfully increase the number of sessions delivered. For each group attending a sample of pupils were chosen to follow through their personal development during the six week programme. Analysis of the knowledge reviews of a subset of seven pupils from two schools over two successive years provides an overview of pupil's response to the programme (see Forest School Knowledge Reviews Evidence Doc 3). Forest School has demonstrably increased environmental awareness and citizenship in pupils attending sessions.

Indicator 3: Local people are trained in conservation skills to expand the island's conservation capacity, and to create sustainable employment and local careers.

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.

Training has been delivered on multiple levels to support learning, skill development and promote career opportunities. Those trained through CFP have included CFP staff, our NVQ Apprentices, our Long Term Volunteers, Government employed conservation workers – LEMP. Training has included:

- formal training programmes on St Helena (e.g. NVQ) and in the UK (e.g. Forest Schools Practitioner);
- informal training programmes on St Helena (e.g. nursery training supported by DPLUS037) and in the UK (e.g. exposure and training visit for Nursery Officer Brianna Yon)
- St Helena based training leading to local certification (e.g. safe use of pesticides);
- informal 'in-house' training of Trust staff (e.g. tour guiding).

Refer to Annex 3 Standard Measures, Training Measures for further details.

Two key outcomes of the CFP which have resulted in increased capacity for conservation and created employment and career opportunities are the Millennium Forest and Forest School.

This can be demonstrated in:

1) the training of two Forest School Practitioners and the establishment of the UKOTs first Forest School. Whilst we are yet to secure long term sustainable funding streams, short term (6 months) was secured and given the investment already made and the strong support from the Education and Safe Guarding Directorates we are confident that the Forest School will persist as a lasting legacy of the Project. Within the CFP we have successfully introduced and grown the numbers of attendees at Forest School however we only have limited capacity to host 3-4 classes per week. We've already identified the need to train Forest School Assistants just to help us meet this current activity. To reach more young people and the wider community, over the next three years we foresee that not only do we need to train at least one full time Forest School Assistant (and we are in discussion with Life Long Learning about following an Apprenticeship route to secure this support), but at least one more qualified Practitioner and possibly even a qualified Forest School Practitioner Trainer. To start off with CFP has created the new career of Forest School Practitioner and the Trust has committed to retain Martina Peters in this role for the year following the project as per her TORs and Contract. We plan that over the next three years the opportunities will grow. Forest Schools has created new career opportunities in conservation and potentially through its work, we're creating the conservation leaders of the future!

2) Two Millennium Forest staff were supported through the CFP, the MF chargehand and MF worker. Personnel have changed during the three years of the project. In the last two years, these roles have been effectively delivered by Christopher Clingham and Richard Henry. Their

professional development and work performance during this time, and having some confidence of income generating capacity grown out of CFP the Trust has revised their TOR, extended their contracts and revised their salaries to reflect their increased responsibilities. Going forward, beyond the end of the CFP, Christopher Clingham has been promoted to Millennium Forest Supervisor and Richard Henry promoted to MF Nursery Worker.

The NVQ has presented the CFP with considerable challenges (Please refer to 3.1 Output 3 above). 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. Jason's departure 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. The two NVQ students Kayleigh Harris and Marayka Henry resigned from the NVQ. Kayleigh left to go overseas and Marayka was let go from the Trust following disciplinary procedures. Rebecca Cairns-Wicks has not yet qualified as an NVQ Assessor and whilst training is only able to take on 2 recruits. Rebecca's two students are Antonio Green (LEMP) and Brianna Yon (Trust). Both of whom have full time employment in conservation.

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.

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).

Habitat restoration management plans for the three community forests were prepared in the first six months of the project. These were revised in the second year and achievements against the actions identified have been summarised as set out in Evidence doc 7.

See details in Section 3.1 Output 4 above.

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.

Reported in Section 3.1 Output 5 above.

There are four good examples that illustrate positive outcomes for indicator 5.

Based at the MF

1. The Brownie Wood (see Evidence Doc 21)
2. Prince Andrew's Learning Support Group (see Evidence Doc 4)
3. Learning Disabilities Group (see Evidence Doc 21)
4. Pilling Primary endemic mini-forest (see Evidence Doc 4 feedback from Teacher Brenda Corker and Lolly Young, Head of Inclusion, Education Directorate)

### **3.3 Long-term strategic outcome(s)**

The project has directly contributed to the following St Helena National Environmental Management Plan objectives:

A. Engage the island community and stakeholders in effective environmental management including through **promotion of the benefits** of the environment for Island Residents and Tourists and through **sustainable use**.

C. Address the underlying causes of environmental degradation by **mainstreaming the environment** across government and society.

D. Safeguard St. Helena's environment, both terrestrial and marine, **for future generations** through effective environmental management including through improving the status of biodiversity by safeguarding ecosystems, species and genetic diversity.

The CFP has worked with a significant proportion of the island community to share the benefits of caring for the environment. Engaging: school pupils in term time activities (Forest School, KTC, theme days); parents and their children in environmental activities outside of school hours

(Activity Days and Brownie Wood); members of the public (CVDs), disabled and vulnerable children and adults and their carers (Learning Support Group and Learning Disabilities Group).

We have introduced and sought to mainstream Forest School within the Education Directorate and have improved the status of the species and habitats established within the Community Forest Sites.

The most significant change brought about by the project from a community perspective is the introduction of Forest School and the educational outreach work we do based at the MF. The Forest School ethos was new to St Helena and has been received really well by pupils and their teachers. The programme, like no other on St Helena, has the potential to stimulate interest, grow knowledge, skills and confidence in and love of nature. Amongst those attending Forest School will one day be the leaders of the future.

The establishment has had an influence on decision making in the Education. Without the support of the Education Directorate we cannot deliver Forest School.

**“Forest School is a very important part of children’s education in St Helena. Its focus on the natural world and on children’s relationship to nature complements their structured learning in school and helps them become more thoughtful and confident learners. We also value the respect Forest School builds for the natural world. When children across St Helena’s schools were asked to contribute their ideas to the Island’s 10 Year Plan, their very favourite topic was Altogether Greener; everyone had ideas about how to protect and preserve the natural environment. We believe that this is in large part due to the influence of Forest School and the National Trust’s work in schools. We build a greener tomorrow by teaching children to love nature and to care for it, but in doing so, we also teach them to value themselves and each other. Forest School is a key part of that effort.”** Shirley Wahler, Director of Education and Employment, 22/11/16

#### **4 Sustainability and Legacy**

**Forest School** - The Trust remains committed to support the continued development of Forest School beyond CFP and this is demonstrated in the applications made to Safe Guarding with the Education Directorate (Evidence doc 23 & 24) and the award of a two year contract to Martina Peters, Forest School Officer under the CFP and now Education and Projects Officer.

The setting up of the Forest School has been one of the most successful achievements of the project and one which has potential to create a lasting legacy for the island.

The Education Directorate (ED) supports the Forest School philosophy and has been giving support to the Trust to resolve the challenge of securing funds beyond the CFP. Our goal over the next three years is to mainstream forest school within the Primary curriculum so that every school child has an opportunity to engage in the programme. Interim funding of £5,666 from the Safe Guarding Directorate was for October 2016 to March 2017 was secured. However, we haven’t yet secured funding for the year April 2017-March 2016 and as a consequence of this we have had to reduce the programme to two classes per week. We hope that this is only temporary and that an application made to the Safe Guarding Directorate to meet running costs will be supported. The Education Directorate did offer to provide equipment and materials to run the Forest School sessions for the financial year 2017/2018. Jeremy Harris has had an initial meeting with the new Director of Safe Guarding to introduce Forest Schools and discuss our needs and explore opportunities.



**Community Forests** – and the community and ecosystem services, including education, recreation and tourism they support.

“The Millennium Forest project I thought was one of the most magnificent ecological restoration projects I have seen anywhere, and holds great promise for the future if managed well, as Jason was doing (at the time of Cronk’s visit in 2015). It relies to a great extent on the fact that it is established in an area marginal for the growth of gumwood, and the harsh environment keeps invasive plants in partial check (to the extent they are manageable).” QCB Cronk (email 23/05/17)

### **Management**

The Trust has made significant effort to retain CFP staff and agree changes to staff roles and responsibilities in order to continue to support the work of the Community Forests.

- Martina Peters took on the role of Education and Projects Officer in October 2016, part funded to March 2017 by the Safe Guarding grant of £5,666 for Forest School. Martina is based part time on Forest School (3 days per week) and part time providing managerial support for the St Helena Nature Conservation Groups Peak Dale Gumwoods restoration project (1 day per week) and Blue Point and Ginger Patch (1 day per week).
- Brianna Yon took on a six month contract (October 2016-March 2017) to produce plants based at the Scotland nursery for the DPLUS025 SYW project and provide nursery support for the Community Forest.
- Christopher Clingham was promoted to Millennium Forest Supervisor and Richard Henry promoted to MF Nursery Worker.
- In April 2017 a new role of Head of Conservation was established. This is a part time role headed by Rebecca Cairns-Wicks with responsibility for developing, with the Director and Trust Council, the Trust’s conservation strategy and delivering it. The role will be part based at the MF to sustain and grow the Community Forests programme; including delivering on commitments such as the NVQ.

### **Finances**

Overall our income streams have grown through the CFP. In 2015/16 we raised £13,861.06, increasing to £17,853.30. The revenue raised comes close to meeting salary costs but doesn’t yet cover our running costs to the produce plants and care for our three CFP sites. This we need to grow to achieve our goal of self-sufficiency.

Table 6 provides a forecast estimate of running costs for the next three years. This does not include the salary of the Head of Conservation (management and oversight) nor Education and Projects Officer (who co-ordinates the site management plans for Blue Point and Ginger Patch) or Trust administration costs.

In addition to enterprise initiatives we have established under the CFP, and the carbon scheme we will establish there are other sources of income which we will pursue. Applications for grants will remain an important part of our business strategy and also appeals for donor funding. In 2016-2017 we secured £6,652.00<sup>5</sup> in local grant aid to support the work at the MF (£3,652.00 CDO grant for signage and benching, Safe Guarding Board grant of £2,000 for improved access and £1,000 from ESH for a compost thermometer and soil testing equipment). Given that our goal is to have forests for the community and provide educational activities we have shared national interests with Education and Safe Guarding, and fall within the eligibility and criteria of the Community Grant Scheme. The forests also constitute visitor attractions. We will therefore continue to pursue local grant support for our work.

We will also seek international grant aid and in pursuance of this we have submitted a concept note for small grant funding (up to 100,000 Euros) from the EU’s BEST initiative to upgrade the island’s three main conservation nurseries: the Millennium Forest and the Environmental Management Divisions nurseries at the Peaks and Scotland. Our concept note has been successful and we have been asked to submit a full application due end of July 2017. Whilst there is no guarantee of success we are hopeful that this will bring us the monies needed to establish a new shade house and standing out ground at the Millennium Forest which will then

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<sup>5</sup> ESH’s paid for the equipment and shipping directly the funds did not go through Trust accounts

give us the ability to increase plant production both for our own habitat restoration programme but also to generate much needed sales to support our work.

We will market ourselves via a new Trust website which is in development! Currently the Trust encourages donations for one or more trees. Most of our sponsors are visitors or residents who are on island at the time of purchase. We do not receive any money from the Education Directorate or Safe Guarding for our work with the schools and with school age and adult disabled or vulnerable individuals or from community groups (such as the Brownies). These are services we provide to the community and which the CFP has enabled us to do. Moving forward beyond CFP we want to at least maintain the level of support we've achieved. It costs us an estimated £50-£60 to host a 3 hour visit depending on whether it requires one or more staff and materials for the activities planned (e.g. potting on, planting). If we are to provide this service, we need to generate funds to support it. We will add this to the list of ways donors can support the work of the Community Forests.

### ***Project resources***

<b>Asset description</b>	<b>Value (invoice date)</b>	<b>Post Project</b>
Ford Ranger Registration 3794		Remain with the Millennium Forest team to support the Community Forests Programme
2 x Laptop HP 250 G1		To continue in use to support Forest Schools and Community Forests (nursery database)
Chipper CS 100 & chipper trailer		Continues in use at the MF to chip ginger and wood chips

- Dissemination of information produced by the project

All documents produced by the project will be shared with relevant stakeholders and made available on line through the Trust website.

## 5 Lessons learned

- Don't be tempted to be overly ambitious

It's really important that project's build on existing work contributing to achieving strategic goals and that funding allows us to do this. This project sought to bring about its goal through delivering five separate but significant outputs, each on requiring specialist skills and knowledge and sufficient to be the focus of individual projects. This project was complex and challenging to deliver on St Helena. Whilst we managed to maintain a full complement of staff, we only had a very small team who did not have all the skills and competencies to deliver the expected output. We've had to learn on the go, training staff in order to build competencies for example Forest Schools Practitioner, NVQ Assessor, nursery training. And we lost some of our learning through the project when staff left and we had to start again. However growing local skills is key to sustainability and this takes time.

- Importance of effective planning with stakeholders at the start

The planning that the first Project Manager undertook at the start of the project has helped to maintain continuity and carried us through to the end of the project, even with two more Project Managers. Key documents: Site Restoration Plans and financial spreadsheets.

- Plan contingencies – carefully evaluate risks within the wider context of St Helena and make sure you have a flexibility for a back-up plan.
- Simple is best

Keep indicators simple but effective to evidence change. Think very carefully about what activities you will be doing to deliver the project and how you can generate indicators. Plan well and bring these into your project delivery – collect and document as you go along. We didn't think about following change in photographs, something that is not complicated or time consuming and which can be geo-referenced for repeat photos over time. We have loads of photos, but not enough show clearly what we want to show. Had we taken a set of photos at the start of the project, across all our sites and repeated at 6 month or annual intervals we'd have a great photographic timeline.

- Challenges of establishing sustainability within a three year project on St Helena during a period of significant change and uncertainty (brought about with the introduction of air access)

Challenges facing stakeholders, impacted on the project. For example training and teacher shortages in Education created challenges for delivery of Forest School and air access not realised and tourism industry impacted through project period.

### 5.1 Monitoring and evaluation

A substantial change request was made in October 2015 to reflect challenges in realising indicators, reflecting important lessons learnt about how we can deliver the outcomes in the first year of the project, learning from the MRes and adapting approaches to achieve outcomes (e.g the endemic mini-forests and educational outreach proved to be very successful in engaging young people and achieving positive attitudes to conservation).

Output indicator 1

From - Saint Helena Carbon Sequestration Project developed and accredited by end of year 2 with income increased from 0% to 25% of potential (25% = approx £1,000) by end of year 3 as a sustainable annual income through global carbon offsetting partners, contributing to the sustainability of the economic future of the community forests. Income potential is estimated at a minimum of £4,256 (100%) depending on global price of CO<sub>2</sub> and sequestration levels of endemic plants.

To Sustainable income for conservation is generated from on-going eco-tourism, based on scientific research into the carbon storage potential of endemic restoration work.

### Output indicator 3

From A minimum of 3 graduates from the NVQ Level 2 Diploma in Work-Based Conservation, equating to a 25% employment rate of those trained, successfully acquiring environmental based employment or further training by end of year 3, increasing positive management of the environment.

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

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.

### Output indicator 4

From 10 hectares of Community Forest land planted with over 5,000 endemic plants with a survival rate of more than 50% by end of year 3 (Millennium Forest 8ha, Blue Point 1.9ha, High Peak 0.1ha). The three sites' Restoration Plan reviewed at the end of year 2 and year 3 show the sites to be moving towards favourable recovering status and away from degrading.

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

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.

### Output 5

From 40% of "green arrival/departure tax" fees levied on visitors received by SHNT on completion of the airport (end of 2015) as a new sustainable income stream in partnership with SHG and Saint Helena Tourism. Current understanding is £25.00 tax per visitor to be instigated in the next two years.

To 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

To: 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 by end year 3

A project oversight and evaluation was planned with RBG Kew Gardens in the design of the project. However changes to Kew's priorities following a scientific review meant that the visit did not go ahead. Marcella Cocoran did however visit St Helena provided an opportunity to look at our nursery operations. Marcella visited St Helena in March (29/02-11/03/16) to deliver a programme of nursery training under Darwin project (DPLUS037). She produced a short report providing advice which has been useful.

Quentin Cronk, Professor of Botany at University of British Columbia visited St Helena in June 2015 and undertook his own investigations at the Millennium Forest. He had intended to write scientific papers following his visit but these have so far been subsumed by other work priorities. In asking for feedback on his observations based at the MF Professor Cronk provided the following comment "I do think Jason was doing fantastic work at the Millennium Forest: his main achievements at Millennium were (1) to assemble a highly motivated, loyal and effective team (2) have a good understanding of the emerging ecology (3) devise and put in place effective management that was enhancing and protecting gumwood growth (effective intelligently used irrigation and rabbit control (4) integrating other endemics into the emerging ecology of Millennium (5) working well with schools and the community to use Millennium for

education. I judge his time at Millennium to have been exceptionally positive. The Millennium Forest project I thought was one of the most magnificent ecological restoration projects I have seen anywhere, and holds great promise for the future if managed well, as Jason was doing. It relies to a great extent on the fact that it is established in an area marginal for the growth of gumwood, and the harsh environment keeps invasive plants in partial check (to the extent they are manageable).” (email 23/05/17).

## 5.2 Actions taken in response to annual report reviews

The final report was expected to provide evidence of:

1. Progress with NVQ Assessor application for training.
2. Training on guided walks and eco-tours
3. Potential demand for wood mulch – risk of termite infection and need for realistic market demand for product
4. Initial results of site botanical surveys
5. Progress of planning permission
6. Planned launch of local voluntary carbon offsetting scheme

## 6 Darwin Identity

The vehicle bought under the CFP has the DI logo beneath the Trust logo as door stickers promoting the sponsorship of the DI for the CFP. This vehicle is dedicated to the CFP and project staff will be recognized. Other Trust staff drive different vehicles and have different stickers identifying their purpose & donor funding if purchased with grant aid. The different teams have very different identities.



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.

Documents produced as a result of the project carry the Darwin logo.

Signage produced by the project carries the Darwin Logo

The Darwin Initiative will be well known within the Conservation Community, Government: local Councilors and Government officers. It will also be recognized by the media.

## 6.1 Project expenditure

Project spend (indicative) since last annual report	2016/17 Grant (£)	2016/17 Total actual Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs				
Consultancy costs	-	-		
Overhead Costs				Agreed with Eilidh (29/11/16) as per change request underspend in sub-head offse 'overspends'
Travel and subsistence				Agreed with Eilidh (29/11/16) as per change request underspend in sub-head offse 'overspends'
Operating Costs				
Capital items				
Others				Agreed with Eilidh (29/11/16) as per change request overspend in sub-head offset by budget savings
<b>TOTAL</b>	48,867.00	48,692.15		

Staff employed (Name and position)	Cost (£)
Rebecca Cairns-Wicks, Project Manager	
Cynthia Llas, Community Forests Co-ordinator	
Martina Peters, Forest Schools Officer	
Brianna Yon, Nursery Officer	
Salary contribution paid to the MF for Christopher Clingham , MF Chargehand & Richard Henry, MF Worker	
<b>TOTAL</b>	

Consultancy – description of breakdown of costs	Other items – cost (£)
<b>TOTAL</b>	

Capital items – description	Capital items – cost (£)
<b>TOTAL</b>	

Other items – description	Other items – cost (£)
<b>TOTAL</b>	

## 6.2 Additional funds or in-kind contributions secured

Source of funding for project lifetime	Total (£)
Community Development Organisation Grant – MF signage and benches	
Community Development Organisation Grant – rewiring Blue Hill Field Centre	
Community Development Organisation Grant – refurbishment Blue Hill Field Centre kitchen	
Enterprise St Helena provided grant aid to the Trust to support voluntourism which the project benefited from	
<b>TOTAL</b>	

Source of funding for additional work after project lifetime	Total (£)
Safe Guarding Directorate to support Forest School October 2016-March 2017	
<b>TOTAL</b>	

## 6.3 Value for Money

- Capital purchases – essential tools for the functioning of the project (including second hand vehicle, bought locally; 2 x laptops and chipper with trailer) were well maintained by CFP staff. Not only did they last without major failure for the duration of the project but are available at the end and will continue to be essential to the function of the Community Forests Programme
- Investing in local people and building continuity of learning in conservation and building sustainability– in the first six month after the end of the project all CFP staff were still employed in Conservation, either within the Trust, or St Helena Government’s Environmental Management Division. Skills and knowledge retained on island.
- Collaboration with stakeholders to bring in kind support and valuable expertise in support of project outputs. As examples:
  - Vivienne Ward provided expertise at the start of the Project advising on the set up of Forest School. Shirley Wahler (Director of Education and Employment),

- Wendy Benjamin (Deputy Director) provided key support in developing the FS programme and support for its continuation.
- Collaboration with the Environmental Management Division's Nursery Officer, Vanessa Thomas enabled us to produce plants, sharing resources, in their Scotland Nursery and provide guidance to staff
  - St Helena Government's Terrestrial Conservation Officer Mike Jervois provided technical advice on the setting up of the monitoring programme
  - RSPB provided advice and support to the Project Manager to support decision making in planning project changes
- Cross collaboration with other projects brought costs savings to deliver shared goals. As examples
    - Marcella Cocoran's visit supported by DPLUS037
    - 'Bugs on the Brink' Darwin Initiative Project 19-029 and Invertebrate Survey Project (DPLUS040) provided technical support for educational outreach and Forest School and invertebrate identification.
  - Working within a larger organisation able to pull in help from colleagues within the Trust to bring in support for activities when needed.
  - Building a strong team – the CFP benefited from the hard work, commitment and energies of its team members and LTVs.



**Annex 1** Project’s original (or most recently approved) logframe (if your project has a logframe), including indicators, means of verification and assumptions. N.B. Insert your full logframe. If your logframe has changed since your application and was approved by a Change Request the newest approved version should be inserted here, otherwise insert the Stage 2 logframe. If your application’s logframe is presented in a different format in your application, please transpose into the below template. Please feel free to contact [Darwin-Projects@ltsi.co.uk](mailto:Darwin-Projects@ltsi.co.uk) if you have any questions regarding this.

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 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>	<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> </ol>

	<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</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> <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>7. There will be sufficient employment available in conservation and tourism to employ graduates of the NVQ.</p>
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	conservation are developed and promoted.		
<b>Outputs:</b> 1. Masters degree level project completed on carbon sequestration leading to the adoption with SHG Tourism of a local SHNT carbon offsetting scheme.	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.  1b. Positive quarterly meetings throughout project with SHG Tourism Directorate to set up SHNT's local carbon offsetting scheme.	1a. Masters Project produced with publication of results	A Masters level student can be recruited to deliver the carbon sequestration study in partnership with project staff
	1c. Income stream developed from SHNT's local, voluntary carbon offsetting scheme.		
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.	2a. Two Saint Helenians trained in Forest School Leadership in the UK 2b. Forest schools programme to start January 2014 with numbers of attendees recorded and increasing in Year 3 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.	2a. "How to" guide on Forest Schools produced and made available as an online resource with links to the UK and other Forest School practitioners to share best practise.	Education Directorate maintain complimentary vision with the project

<p>3.4 NVQ Level 2 Diplomas in Work-Based Conservation achieved.</p>	<p>3a. 2 NVQ diplomas achieved annually, increasing skills on island.  3b. 50% of apprentices obtain jobs in the conservation or tourism sector  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  4b. Monthly work programmes delivering practical works on all three Community Forests. Nursery production of endemic plants to increase yearly.  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.   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>5a. Monthly sessions set up with each school to maintain and develop the endemic mini-forest sites.  5b. Training on guided walks tours delivered.  Long term volunteers recruited and hosted, working for a minimum of 4 days per week, contributing to project outcomes.  5c. Income streams established from new enterprise initiatives (sale of plants</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.   Course literature produced in year 3 for guided walks and tours. Business plan and best practise guidelines produced for forest products (plant and mulch production)</p>	<p>Sustainable forest products are viable and there is enough interest on island.  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 finalised during 2015.</p>

	and forest products (e.g. mulch) and eco-tourism) contributing to the financial sustainability of the Community Forests by end year 3		
<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</p>			
<p>4.5 Establish monitoring programme to record information on numbers of each species planted, their growth and survival.</p>			
<p>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.</p>			
<p>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  5.6 Promote project to local population and tourists</p>			

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 2 Report of progress and achievements against final project logframe for the life of the project (if your project has a logframe)

Project summary	Measurable Indicators	Progress and Achievements for the life of the project
<b>Impact:</b> Insert <b>agreed</b> project Impact statement		Report on any contribution towards positive impact on biodiversity or positive changes in the conditions of human communities associated with biodiversity e.g. steps towards sustainable use or equitable sharing of costs or benefits
<b>Outcome</b> Insert <b>agreed</b> project Outcome statement	Insert <b>agreed</b> Outcome level indicators	Report on progress towards achieving the project purpose, i.e. the sum of the outputs and assumptions
<b>Output 1.</b> Insert <b>agreed</b> Outputs with Activities relevant to that output in lines below	Insert <b>agreed</b> output level indicators)	Report general progress and appropriateness of indicators, and reference where evidence is provided e.g. <i>Evidence provided in section 3.2 of report and Annex X</i>
Activity 1.1 Insert activities relevant to this out put		Report completed or progress on activities that contribute toward achieving this Output
Activity 1.2. Etc.		
<b>Output 2.</b> Insert <b>agreed</b> Output	Insert <b>agreed</b> Output level indicators	Report general progress and appropriateness of indicator
Activity 2.1.		
Activity 2.2. Etc.		
<b>Output 3.</b> Etc.		

## Annex 3 Standard Measures

Code	Description	Totals (plus additional detail as required)
<b>Training Measures</b>		
1	Number of (i) students from the UKOTs; and (ii) other students to receive training (including PhD, masters and other training and receiving a qualification or certificate)	Shayla Ellick supported with funding under Darwin Initiative's Darwin Plus Fellowship scheme (Project no: DPLUS024) to undertake M.Res study  Martina Peters and Sheena Isaac qualified as Forest School Practitioners
2	Number of (i) people in UKOTs; and (ii) other people receiving other forms of long-term (>1yr) training not leading to formal qualification	2 x NVQ Apprentices - Marayka Henry, Kayleigh Harris
3a	Number of (i) people in UKOTs; and (ii) other people receiving other forms of short-term education/training (i.e. not categories 1-5 above)	8 CFP staff received training in the Safe Use of Pesticides (Richard Henry, Christopher Clingham, Steven O'Bey, Rebecca Cairns-Wicks, Cynthia Llas, Brianna Yon, Marayka Henry, Martina Peters), resulting in certificates of attendance. This course is required for anyone using commercial chemicals on St Helena.  Sue Halfacre, CFP LTV also attended the course and received certified recognition of attendance.  2 CFP staff (Chrisopher Clingham and Brianna You) attended the on-island nursery training delivered under DPLUS037 by Marcella Cocoran from Kew  1 CFP staff member, Nursery Officer Brianna Yon was sent on an overseas exposure/training visit. She was hosted by RBG Kew and Wakehurst Place and the Eden Project.  4 CFP staff attended a database for beginners – 3 day course delivered by the Life Long Learning Centre
3b	Number of training weeks (i) in UKOTs; (ii) outside UKOTs not leading to formal qualification	



<b>Code</b>	<b>Description</b>	<b>Totals (plus additional detail as required)</b>
4	Number of types of training materials produced. Were these materials made available for use by UKOTs?	
5	Number of UKOT citizens who have increased capacity to manage natural resources as a result of the project	
<b>Research Measures</b>		
9	Number of species/habitat management plans/strategies (or action plans) produced for/by Governments, public authorities or other implementing agencies in the UKOTs	1 – site management plans for MF, BP and GP
10	Number of formal documents produced to assist work in UKOTs related to species identification, classification and recording.	
11a	Number of papers published or accepted for publication in peer reviewed journals written by (i) UKOT authors; and (ii) other authors	
11b	Number of papers published or accepted for publication elsewhere written by (i) UKOT authors; and (ii) other authors	
12b	Number of computer-based databases enhanced (containing species/genetic information). Were these databases made available for use by UKOTs?	1 – Nursery database – designed by CFP team
13a	Number of species reference collections established. Were these collections handed over to UKOTs?	
13b	Number of species reference collections enhanced. Were these collections handed over to UKOTs?	
<b>Dissemination Measures</b>		
14a	Number of conferences/seminars/workshops/stakeholder meetings organised to present/disseminate findings from UKOT's Darwin project work	
14b	Number of conferences/seminars/workshops/stakeholder meetings attended at which findings from the Darwin Plus project work will be presented/ disseminated	
<b>Physical Measures</b>		
20	Estimated value (£s) of physical assets handed over to UKOT(s)	
21	Number of permanent educational/training/research facilities or organisation established in UKOTs	
22	Number of permanent field plots established in UKOTs	

<b>Code</b>	<b>Description</b>	<b>Totals (plus additional detail as required)</b>
23	Value of resources raised from other sources (e.g., in addition to Darwin funding) for project work	

## Annex 4 Publications

Provide full details of all publications and material that can be publicly accessed, e.g. title, name of publisher, contact details. Mark (\*) all publications and other material that you have included with this report

Type *	Detail	Nationality of lead author	Nationality of institution of lead author	Gender of lead author	Publishers	Available from
(e.g. journals, manual, CDs)	(title, author, year)				(name, city)	(e.g. weblink, contact address, annex etc)

## Annex 5 Darwin Contacts

To assist us with future evaluation work and feedback on your report, please provide details for the main project contacts below. Please add new sections to the table if you are able to provide contact information for more people than there are sections below.

<b>Ref No</b>	
<b>Project Title</b>	
<b>Project Leader Details</b>	
Name	
Role within Darwin Project	
Address	
Phone	
Fax/Skype	
Email	
<b>Partner 1</b>	
Name	
Organisation	
Role within Darwin Project	
Address	
Fax/Skype	
Email	
<b>Partner 2 etc.</b>	
Name	
Organisation	
Role within Darwin Project	
Address	
Fax/Skype	
Email	