

## The Rufford Small Grants Foundation

### Final Report

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Congratulations on the completion of your project that was supported by The Rufford Small Grants Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to [jane@rufford.org](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

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Grant Recipient Details	
<b>Your name</b>	To Kim Lien
<b>Project title</b>	Literacy for Environment Justice for Vietnam
<b>RSG reference</b>	14544-1
<b>Reporting period</b>	January 30 – 2014 to January 2015
<b>Amount of grant</b>	£6000
<b>Your email address</b>	<a href="mailto:lientk@ced.edu.vn">lientk@ced.edu.vn</a>
<b>Date of this report</b>	January 30, 2015

**1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.**

Objective	Not achieved	Partially achieved	Fully achieved	Comments
Identify relevant environmental education topics in the national curriculum and develop hands-on field study activities for teaching these topics.			X	Working with local schools and VNIES
Train selected forest rangers, teachers, and student volunteers to lead field study activities.			X	We have organised a series of training sessions and workshops for teachers, educators and relevant staff from related organisations
Field trips and hands-on learning for students			X	Supported throughout
Writing a handbook/guide and documenting		X		The guidebook has been developed and tested throughout the year but has not been published.
Develop and implement a media programme including television and newspaper coverage			X	Leverage both traditional media (television) and social media (social network and pages).

**2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant)**

None

**3. Briefly describe the three most important outcomes of your project**

- In this project, we have bridged the gap of our knowledge-based education by developing a field-based environmental education for students that is directly linked with the current national curriculum, putting students in contact with environmental problems and solutions in the real world. We have developed and implemented outdoor environmental education programmes for primary and secondary schools that are closely linked to the content of the national curriculum and developed existing parks and biodiversity research centres into centres for field based environmental education. In addition, we have introduced very lively and hands-on teaching methods (the site visits, outdoor activities and environmental justice concept) to better reach Vietnam's young people and to nurture a new generation of environmental leaders. These activities have been well received by different stakeholders.
- Addressing coordination problems hindering environmental education so far: In this project we made links between environmental education content, the academic curriculum and

multiple stakeholders (schools, other organisations) acting to raise environmental awareness to raise the overall effectiveness of environmental education efforts.

**4. Briefly describe the involvement of local communities and how they have benefitted from the project (if relevant)**

During the project, we worked closely with the local school boards and teachers as well as forest rangers and research staff to design and implement the different activities. For example, the workshop and teacher training were co-organised by CED and the Research Centre for Education Technologies under VNIES and other related organisations.

**5. Are there any plans to continue this work?**

Vietnam is in the process of reforming its education system and the Vietnam Institute for Education Sciences (VNIES) has been tasked with researching and developing new ways of teaching and learning. We will engage them in the programme and share the curriculum with other schools. With the support of media, we will advocate for expansion and replication of these activities in other areas of Vietnam

**6. How do you plan to share the results of your work with others?**

We have developed curricula and prepared guides for teachers, volunteers, forest rangers and scientists, which can be adapted for used in other locales. We will continue to look for support to expand the programme to other locales and schools in Vietnam.

**7. Timescale: Over what period was The Rufford Foundation grant used? How does this compare to the anticipated or actual length of the project?**

The activities were implemented from January 25, 2014 (as soon as we received funding) until January 15 and most of the activities are on plan.

**8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.**

Item	Budgeted Amount		Actual Amount (\$US)	Difference (\$US)	Comments
	£	\$US			
Development of curriculum (£80/day * 20 days: including revision after testing and consultation)	1600	2614.3	2637.66	- 23.37	
Training workshop: £25/participant * 30 participants; (includes: meeting venue, tea break and lunch, printing costs, and transportation for field trips)	750	1225.5	1191.22	34.23	
Field study programs for about 500 primary				-	Photocopies,

and secondary school children £150/trip (transportation and materials) * 15 trips	2250	3676.3	5627.05	1,950.71	banners
Publications of training materials and guides for local schools and national parks (£1/ set * 1000 sets)	1000	1633.9	114.41	1519.52	
Media and advocacy	400	653.6	234.09	419.48	
<b>Total</b>	<b>6000</b>	<b>9803.6</b>	<b>9804</b>	-0.85	

*Note: After our meetings and workshops with partners and teachers, it is agreed that the guide needs to be further developed and tested in other provinces and cities before publication.*

*Given the high request from teachers and schools about the field trips for students, CED and its partners have decided to use the budget for printing the guide to support field trips for students to increase the numbers of students benefited from the program.*

### **9. Looking ahead, what do you feel are the important next steps?**

To succeed at raising and enforcing environmental standards, a broader societal awareness and consensus must be reached about the critical need to balance economic growth with environmental health; additionally that each individual is also responsible for the state of the environment in which he/she lives, works and plays. Rather than perceiving environmental problems as abstract concerns (or so big they can only be addressed by governments or businesses), citizens and communities must come to understand that their behaviour contributes substantially to the success or failure of any environmental effort. Therefore, we will need to continue to promote the concept of environmental justice among Vietnam's young people and introduce this concept to youth groups and networks to nurture a new generation of environmental leaders. This initiative should be expanded to other schools and locales while providing concrete assessment and feedback to the Ministry of Education and Training, to be integrated in school curricula and activities.

In order to expand and sustain these activities, parents, teachers and other public organisations (such as the national parks, research institutions) should continue to support the programme. CED will continue to support the development of curricula for different grades and training to enable staff from related organisations (forest protection officers and conservation researchers) to deliver the curricula.

### **10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?**

Yes, we included the Rufford Foundation logo in all of our activities and printed materials, and we acknowledge the financial contribution from Rufford in our media, organised workshops and training.

### **11. Any other comments?**

The Centre for Education & Development has had a productive year thanks to the funding provided by Rufford Small Grants Programme, which has allowed us to pursue our goals in an effective and far reaching way that would otherwise not have been possible. We would like to take this opportunity to thank for its funding support.