

## The Rufford Foundation Final Report

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

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in **word format** and not PDF format or any other format. 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. Please note that the information may be edited for clarity. 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**

Grant Recipient Details	
<b>Your name</b>	Ida Ansharyani
<b>Project title</b>	Forest Conservation Education for Youth in Sumbawa, Indonesia
<b>RSG reference</b>	17034-1
<b>Reporting period</b>	March 2015 – January 2016
<b>Amount of grant</b>	£5000
<b>Your email address</b>	idaansharyani@gmail.com
<b>Date of this report</b>	January 28, 2016

**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
Document stories related to local forest			X	<p>The project has documented 15 stories/folklores related to local forest, including the stories/folklore of the origin of the villages close to the forest.</p> <p>Before the project started, the students know 0 – 3 stories related to local forest and the village. At the end of the project, the students knows 5 – 10 stories/folklores related to their villages and local forests.</p>
Identify local important plants in the forest and why they are important;			X	<p>The project has identified 36 plants and trees that can be eaten; 48 medicinal plants; 36 plants important for forest honeybee, and; 18 trees for building materials and other uses.</p> <p>The project has also identified 18 plants and trees perceived special by the young people for its beautiful flower, unique colour, shape, taste, smell, its use, and its rarity.</p> <p>The project has also identified 17 trees and plants considered rare</p>

				<p>elsewhere. Eight of which are considered only exist in the local forest.</p> <p>Before the project started, each student mentioned about 1-8 important plants and trees they know. At the end of the project, each of them mentions about 20-50 important trees and plants in the local forest. This indicates significant increase of their knowledge about the local forest.</p>
Establish herbarium of the plants			X	<p>Herbarium, made by the local youth, is available. It contains 35 plant species.</p> <p>Herbarium belongs to the school and can be accessed by all youth in the school and also by other youth and people in Sumbawa.</p>

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

Initially, some parents hesitated to let their children enter the local forest for plants and trees identification activity. Their hesitation was due to the fact that not all villagers are familiar with local forest. They perceive forest as a place of danger where ghost, bad spirits, and dangerous animals reside. To tackle this issue, we involve four local people who have extensive knowledge about local forest. One of them is a local shaman who often makes medicine from plants and trees from local forest and the others are forest honey gatherers. These local peoples helped us to gain trust from the parents by explaining the safety of the project to the parents. It turned out that the parents really trust these people. At the end, only two students did not join the outdoor activity due to their personal health issues.

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

- The identified local important plants and trees is important to serve as a baseline data of Sumbawa Forest that are lacking. This baseline of information will be critical for further forest conservation initiatives.
- Forest conservation module for youth is produced and had been used in local school. This education material can be used again by the local school and also by the other schools, and other communities and organizations that are interested in conservation especially forest conservation.
- The outcome of this project such as identified local important plants and trees, folklore and stories related to the village and forest, and the village history are gained through the participatory approach that involve high participation of community. The high active involvement of community such as local youth, their parents, and also the knowledgeable older people in this project provides a strong foundation to initiate future community-based forest conservation initiatives.

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

This project involved the local community through the intensive inter-generation dialogue between local youth and their parents and older people in their village about the history of change through time in the village, the folklore or stories related to the villages, and the identification of local important plants and trees in the local forest. The local people knowledgeable of the forest and its important plants have played important roles in passing their knowledge to local youth by participating in identifying the local important plants and trees in the local forest. They took the responsibility for the outdoor trips by setting up the route and organise the activity in the forest. The local community benefitted from this project by better understand their village through the story telling activities about the village history, the changes through time, and the problems in the villages. They also have better connection with their local forest through the outdoor trips in the forest that involved making transect to record the forest morphology, water body, and plants and trees. The local youth have better knowledge about local important plants and trees in the local forest. This project has also helped to improve the communication and bridge the gap of knowledge between older and younger generation.

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

Yes. We will promote the continuation of this forest conservation education program in local school, we also would like to promote this education programs in other schools and communities by sharing the module we have developed for the project with schools and community-based organisations related to conservation or education in Sumbawa. We will assist the schools and the organizations to implement this project. There is one community organization that is learning about this education program now. They plan to implement it in their local community.

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

We plan to share the module to other schools and communities in Sumbawa. We have informed local media about our project activity. The most prominent local newspaper in Sumbawa has made coverage about our project that make the result of our project is well known for wider people in Sumbawa (picture attached). We plan to ask the local newspaper to publish more news about the result of our project, such as the folklore, the list of important plants and trees, and other social and cultural aspect of forest conservation in Sumbawa.

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

We used RSG from March 2015 to December 2015. The actual length of the project is in accordance with the time planned for the project.

**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	Difference	Comments
Stationary and education materials (book, pen, crayon, pencil for students, printer, replication of education materials)	470	439.92	(+) 30.08	Currency exchange rate difference. From IDR 18,000 (at the time of application) to IDR 19,000 (at the time of implementation)
Food (Snack for class activities and two days outdoor)	550	514.8	(+) 35.2	SAME AS ABOVE
Transportation (for two days outdoor)	150	140.4	(+) 9.6	SAME AS ABOVE
Equipment (voice recorder,	530	496.08	(+) 33.92	SAME AS ABOVE

altimeter, GPS, camera)				
Honorarium (stipend for team members and local guides honorarium)	2600	2600	0	
Module production (for students and other schools and organizations)	350	327.6	(+) 22.4	SAME AS ABOVE
Herbarium	175	163.8	(+) 11.2	SAME AS ABOVE
T-Shirt	175	317.4	(-) 142.4	Initially we plant to order 35 T-Shirts for students, team members, and local guides but then we ordered 60 T-Shirt for teachers and older people in the village who share their knowledge with us.
<b>Total</b>	5000	<b>5000</b>	0	

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

After identifying the local important trees and plants in the local forest based on local people perception, the next important step is to conserve those trees and plants through the establishment of plant nursery. The nursery will serve as a centre of learning for young people to learn about plant propagation techniques and how to nurture the plants and trees. The nursery will provide plant seeds for future adoption of plants and trees to be planted in villagers' land and/or in the critical land in the villages. We will also build a more solid database of local important trees and plants in the local forest by putting the source of seeds in the forest in a GIS map. In the long run, we would like to establish forest conservation education centre in Sumbawa based on these projects.

## 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 have used the Rufford Foundation logo in the T-shirt and in the module. The RSGF has received publicity during the course of our work from the local newspaper that made coverage of our work (pictures attached).

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

This project is highly relevant with the on going extreme climate event (El Nino) that hit the village this year. This project helps the young people to learn about one of the most important adaptation strategies of local people to reduce the impact of climate change which is to collect some plants and trees in local forest for food and also to sell some non forest timber product as a source of income during hard time. This project has also helped to bridge the cognitive gap between older generation and younger generation about the local forest and its important plants and trees. This has been the concern of older generation in the village for the fact that they are now getting old and could not enter the forest anymore to preserve the knowledge of important plants and trees from the local forest. While on the other hand they feel that the young people have less and less interaction with the local forest that the knowledge of important trees and plants in the local forest will be lost. Moreover, this project has helped to promote some local culture and tradition related to local forest for the young people. The local people who set up the outdoor project agreed to practice some traditions while in the forest, such as how to treat plants and animals in the forest, how to eat in the forest, and how to make local food using plants in the forest by utilizing stone and other sources found in the forest (pictures attached).

### **Annex 1 – Publicity**

## KPP dan Ruffor Foundantion Inggris Dukung Konservasi Hutan di Kelungkung

Posted by: Redaksi December 23, 2015

Reply



Sumbawa Besar, Gaung NTB – Komunitas Penjaga Pulau (KPP) bekerja sama dengan Ruffor Foundation sebuah lembaga donor dari Inggris yang memberikan bantuan bagi proyek pelestarian lingkungan untuk mendukung kegiatan pendidikan konservasi hutan di Desa Klungkung Kecamatan Batu Lanteh Kabupaten Sumbawa. Pendidikan itu bekerja sama dengan SMPN 1 Desa Klungkung yang berlangsung baik outdoor maupun indoor.

### Related Posts

DPRD Sumbawa Rekomendasikan Jalan Samota dan ReKayasa Jalan Garuda Dituntaskan

Penergian UNSA Tinggal Selangkah Lagi

Bupati Sumbawa Terpilih Akan Gelar Program "HUSNI-MO Mendengar"

Simulasi Pelantikan Bupati Terpilih akan Berlangsung Januari

Mobil Operasional Penyiraman Taman BPM-LH Tak Layak Pakai

BPM-LH Kewalahan Layani Permintaan Lampu Penerangan Jalan

Kegiatan indoor berupa diskusi tentang konsep-konsep lingkungan yang sangat penting, kemudian kegiatan outdoor masuk ke dalam hutan setempat untuk mengidentifikasi tumbuhan dan pohon-pohon yang ada di hutan yang sangat penting bagi masyarakat setempat.

Hal ini dikatakan Direktur KPP Sumbawa Ida Ansharyani ST MSI kepada Gaung NTB, mengatakan siswa selain membuat peta juga diajarkan membuat herbarium bagian dari tumbuhan yang dikeringkan, seperti kayu batu untuk obat malaria, tumbuhan lokal 'Gereng Romong' untuk menghangatkan ternak dan menghilangkan kutu ternak, Swer Merah untuk obat orang melahirkan dan lainnya. Selain itu juga tentang cerita hutan disekitarnya yang berhasil diidentifikasi termasuk cerita asal muasal hutan Desa Klungkung, Desa Batu Dulang dan Desa Semongkat.

Dari hasil pendidikan tersebut kata Ida, menghasilkan 33 tumbuhan yang bermanfaat sebagai makanan, 45 sebagai obat, 36 tumbuhan penting bagi lebah madu dan 16 tumbuhan berguna untuk bahan bangunan.

Ida juga menjelaskan kegiatan ini sangat bermanfaat baik tetua-tetua desa apalagi tahun 2015 ini masuk kategori kemarau panjang atau El Nino. Bahkan kegiatan ini sangat vital, karena pentingnya generasi muda mengetahui akan tumbuhan dan tanaman yang berguna yang bisa dimanfaatkan nantinya apalagi dengan kondisi cuaca yang tidak menentu seperti saat ini.

Tentu KPP berharap agar hal ini dapat diaplikasikan oleh sekolah-sekolah lain karena hutan di Daerah Aliran Sungai (DAS) ini sangat penting untuk menjaga sumber air bagi masyarakat Sumbawa.

"Kita lihat sendiri hutan berkurang semakin cepat karena beragam sebab, sedangkan sedikit sekali upaya yang dilakukan untuk menjaga hutan kita, apalagi dari segi pendidikan," katanya.

Perlu diketahui kata Ida, kontak langsung antar generasi muda dengan hutan penting sekali bagi perkembangan anak-anak, agar mereka menjadi generasi yang sangat peduli terhadap alam dan lingkungannya. KPP juga katanya, sangat 'welcome' bagi pihak yang tertarik dalam menerapkan pendidikan konservasi hutan atau berdiskusi tentang hal kegiatannya.

No related posts.

## Dukung Konservasi Hutan di Klungkung

*Sumbawa Besar, Gaung NTB*

Komunitas Penjaga Pulau (KPP) bekerja sama dengan Ruffor Foundation sebuah lembaga donor dari Inggris yang memberikan bantuan bagi proyek pelestarian lingkungan untuk mendukung kegiatan pendidikan konservasi hutan di Desa Klungkung Kecamatan Batu Lanteh Kabupaten Sumbawa. Pendidikan itu bekerja sama dengan SMPN 1 Desa Klungkung yang berlangsung baik outdoor maupun indoor.

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**BUNGAN, KOMUNIKASI & INFORMATIKA**  
**KABUPATEN SUMBAWA**

### HIMBAUAN

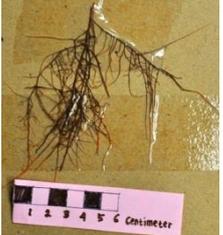
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A MASYARAKAT KABUPATEN SUMBAWA DIHIMBAU  
PARKIR APABILA TIDAK DIBERI TIKET KARCIS YANG  
DLAH KENDARAAN BERMOTOR ANDA PADA TEMPAT  
DAN JANGAN LUPA GUNAKAN KUNCI PENGAMAN

ng Sarana dan Prasarana Perhubungan Darat  
shubkominfo Kabupaten Sumbawa,

MT.HIDAYAT.MT.  
NIP.1968102719930311005

Annex 2 – Plant Collection

No	Picture	Local Name	Use
1		Kayu Batu (Stone Wood)	To cure malaria
2		Pelas	High blood pressure
3		Buah Panas	Fruit
4		Suwer Putih	Illness after giving a birth
5		Akar Sangkring	Cure many diseases

6		Mantar	To cure heatiness
7		Plas	High blood pressure
8		Sentalo	Wound (medicine)
9		Jarak	<ul style="list-style-type: none"> <li>- Ulceration/skin disease</li> <li>- Stomach ache</li> </ul>
10		Ketabang olat	Food (the tuber)
11		Putat	Foot (leaf)

12		Akar jengkereng	To cure many diseases
13		Kapulit	Cure many diseases
14		Ketemung kayu	<ul style="list-style-type: none"> <li>- Trance</li> <li>- Fever</li> </ul>
15		Grusa	Diabetes medicine
16		Malat	To catch the fish
17		Greng romong	Livestock warmers and cattle tick removal

19		Tai Angin	For beauty mask
20		Lonto peta	Craft materials
21		Lampada	Skin burn and internal wound medicine
22		Kuken Bunga	Obsession/trance Hemorrhoids medicine
24		Suran	Building material and forest bee nesting
25		Kayu Plas	High blood pressure

26			Litak	<ul style="list-style-type: none"> <li>- Stomach ache</li> <li>- Cough</li> </ul>
27			Seloke	Cure many diseases
28			Lempuyang	Herb
29			Snokeling	Building material and food (its flower) and nest for forest bee
30			Kayu Greng	Cattle tick removal

31		Malat	To catch fish
32		Kesuang	Food (Fruit)
33		Malaka	Food (fruit)
34		Sokal	Food (fruit)
35		Sentalo	Wounds (medicine)
36		Uduh	Building material

37		Daun Salam	Cooking spice
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### Annex 3 – List of Important Trees & Plants

#### Trees and plants perceived as rare to find (now) in the local forest:

(1) Suran tree (*Toona sureni*), (2) Stone tree (local name), (3) Kayu Manis (*Cinnamomum verum*), (4) Kayu Narap (local name), (5) Pola Sari (local name), (6) Jahe (Ginger), (7) Kayu Gaharu (genus *Aquilaria*), (8) Beringin (*Ficus benjamina*), (9) Pohon Kayu Santan (local name), (10) Kayu cendana (sandalwood).

#### Trees and plants perceived to exist only in the local forest:

(1) Pohon Doat (local name), (2) Smong Kebo (local name), (3) Pola Sari (local name), (4) Kayu Batu (local name), (5) Pohon Melayan (local name), (6) Pohon ayan (local name), (7) Kayu Putih (*Melaleuca leucadendra*), (8) Kayu Sulaeman (local name).

#### Trees and plants perceived as special:

1. Pohon loam (local name). Reasons: the taste is good, the red flower is beautiful, the shape of the fruit is unique, and the fruit is abundance.
2. Pola sari (local name). Reasons: the fruit smells good and its rarity in the forest.
3. Pohon Juat (local name). Reasons: the fruit is abundance; it tastes good, the purple color of the fruit and its ellipse shape are beautiful.
4. Candlenut tree. Reasons: the fruit is eatable and important for the economy of villagers.
5. Banyan tree. Reasons: the roots on its branch is very unique and and it is shady)
6. Pohon Rimas (local name). Reasons: it is very useful as building material.
7. Pohon Bunger (local name). Reasons: it is tall, shady, and its purple flower is beautiful.
8. Pohon Jati (*Tectona grandis*). Reasons: it has many uses and is strong.
9. Sengon (*Albizia chinensis*). Reasons: it has many uses and is strong.
10. Pohon Brune (local name). Reasons: the red, small and round shape fruit is beautiful, and the fruit is abundance)
11. Pohon kesaming (local name). Reasons: the fruit tastes good.
12. Pohon Kukin (local name). Reasons: It can be used for making plowing tools.
13. Bamboo tree. Reasons: it can be eaten as vegetable.
14. Jahe (ginger). Reasons: this plant could reduce the burden of our life. We often sell it for additional income.
15. Laos (galingale). Reasons: this could reduce the burden of our life. We often sell it for additional income.

16. Suran (Toona sureni). Reasons: this could reduce the burden of our life. We often sell it for additional income.
17. Kayu Putih (Melaleuca leucadendra). Reasons: its medicinal use and its beautiful tree.

**List of eatable plants and trees from the local forest:**

No	Local Name	Eatable part	Ways of processing
1	Sagar	Leaf	boiled
2	Sesat	Leaf	boiled
3	Aru	Leaf	Eaten raw with fish (traditional food)
4	Ayan	Fruit	
5	Gadung	Tuber	Peeled, washed, dried, boiled
6	Loam	Fruit	
7	Kesameng	Fruit	
8	Kayu belikat	Fruit	
9	Rarak	Fruit	
10	Kayu lepong	Fruit	
11	Brune	Fruit	
12	Pohon jambu	Fruit	
13	Cashew	Fruit and seed	Cut and dried seed
14	Pohon asam jawa	Fruit	Using for cooking
15	Pohon kelapa	Fruit	Processed into cooking oil. Used for many kind of foods
16	Pohon kayu kasuang	Fruit	
17	Pohon kayu semelu	Fruit	
18	Pohon kayu lepong	Fruit	
19	Pohon kayu galumpang	Fruit	Burn the seeds then eat it. It tastes good.
20	Ara	Fruit	
21	Melaka	Fruit	
22	Goal/bidara	Fruit	
23	Pohon salam	Leaf	Boil it with some food. It smells good.
24	Pohon polah	Fruit	Boil it.
25	Ketimis	Leaf	Eaten raw with traditional food.
26	Pohon melayam	Fruit	Peel and boil it.
27	Pohon kasokal	Fruit	
28	Pohon Melaka	Fruit	Processed as sweet.
29	Pohon ntertet	Leaf	Boil it as vegetable.
30	Pohon putat	Leaf	Eaten raw.
31	Ketabang olat	Tuber	Boil it.
32	Engal	Tuber	Boil it.
33	Pakis	Leaf and stalk	Process it as vegetable (boil and sauté it).
34	Pohon loam	Fruit	Eaten raw
35	Pohon juat	Fruit	Eaten raw
36	Pohon juat	Fruit	Eaten raw

### Medicinal trees and plants

No	Local name	Disease	The way of processing
1	Pohon Lita	- Stomach ache - Cough	- boil the tree bark - sap the latex
2	Pohon Jarak	- Ulceration/skin disease - Stomach ache	- rub the latex - sap the latex
3	Kunyit Lambao	- Wound - Gastric infection	- Thresh it and put it on the wound. - Drink its juice.
4	Jahe	Cough Cold	Boil it.
5	Ketemong	Fever	Mill the roots.
6	Bebat sakeal	Back pain	Boil the tree bark.
7	Suwer merah	Illness after giving a birth	Mill the tree bark.
8	Batang malang	Malaria	Sap the tree bark
9	Kumis kucing	Bladder stone	Boil the leaves, stems, and roots.
10	Pohon mahoni	Malaria	Mash and dry the fruit.
11	Pohon kayu keseneh	Bones/muscles aches	Process it to be oil, then rub the muscle with it or drink it.
12	Pohon kayu kukin bunga dan kayu baroh	Hemorrhoids Obsession/trance	Take the bark or these trees and rub it on the head or on the eyes.
13	Kayu Baroh	Obsession/trance	Take the bark or these trees and rub it on the head or on the eyes.
14	Pohon kayu rante putih	Internal bleeding	Boil it with turmeric and drink it.
15	Pohon kayu mariga puti	Fluor albus	Boil it with turmeric and drink it.
16	PKI/sentalo	Wounds	Thresh it and put it on the wound.
17	Jambu batu	Stomach ache	Sap the leaves (the shoots) or boil it and drink it.
18	Kayu batu	- For women giving a birth - Defecating blood	- Boil it. - Take the tree bark and soak it in fresh water.
19	Kemang kuning	- Internal disease - Stomach ache	- Boil its tree bark
20	Mahoni	- To stop baby from feeding from his/her mother - Malaria	- Sap the fruit on the nipples. Buahnya dioles - Eat the fruit.
21	Sate ate	Fever	Thresh the leaves.

22	Pohon putat	Stroke	Thresh the tree bark.
23	Pohon kemiri	- Cough - Heatiness	Thresh the tree bark, boil it, and drink it.
24	Ketemung	- Trance - Fever	- Thresh the roots. - Thresh the roots and the leaves.
25	Kayu modeng	Pox	Thresh the tree bark.
26	Kayu kuning	Internal bleeding/wounds	Thresh the tree bark and boil it.
27	Terte	Back pain	Take the leave (stoots) and boil it.
28	Pohon asam jawa	Back pain	Boil the roots and drink it.
29	Kayu gula	Anemia	Soak the roots and drink it.
30	Kayu sirsak	Cancer	Boil the leaves and drink it.
31	Pohon papaya	Malaria	Boil the leaves and drink it.
32	Laos	Puffy eye	Grate it.
33	Beringin	Stroke	Thresh the tree bark.
34	Cabe alat	Muscle pain	Thresh the fruit.
35	Pohon salam	Cholesterol	Boil the leaves.
36	Sirih	Fluor albus	Boil the leaves.
37	Kayu putih	Stomach ache	Thresh the tree.
38	Kayu nara	For traditional ceremony to start the planting season.	Thresh the tree bark.
39	Kayu manis	Internal disease	Boil the tree or grill it.
40	Daun seker	Traditional beauty routine	Thresh the leaves and put it on the face.
41	Babak dope	Pox	Thresh the tree bark.
42	Lonto katemong	Sore throat	Thresh the leaves.
43	Greng romong	Livestock warmer Cattle tick removal	
44	Malat	To catch the fish	
45	Lampada	Skin burn and internal wound medicine	
46	Grusa	Diabetes	
47	Kapulit	Hepatitis	
48	Lempuyang	Herb	

### Trees and plants important for forest bee

No	Local Name	Usefulness for bees
1	Flower	Food
2	Beringin	Nesting
3	Pohon belinat	Nesting
4	Pohon senokling	Food
5	Pohon kayu teleh	Food

6	Lonto kanekal	Food
7	Rimas	Nesting
8	Kayu batu	Nesting
9	Suwer	Nesting
10	Binong	Nesting
11	Nunok	Nesting
12	Salam	Nesting
13	Semelu	Nesting
14	Suran	Nesting
15	Kayu le pang	Nesting
16	Pohon nangka	Nesting
17	Pohon mangga	Nesting
18	Pohon mahoni	Nesting, food
19	Kuken	
20	Pohon kesaming	
21	Pohon loam	
22	Kayu santan	Nesting
23	Kayu telur	Nesting
24	Kayu ketapang	Nesting
25	Bunga manterekil	Food
26	Bunga goal	Food
27	Bunga kedelai hitam	Food
28	Bunga jambu	Food
29	Putri malu	Food
30	Bunga rotan	Food
31	Tumbuhan labu	Food
32	Pohon kelapa	Food
33	Tumbuhan jagung	Food
34	Pohon jati	Food
35	Pohon asam	Food
36	Tapal bewe	Nesting

#### Other important trees and plants

No	Local Name	Use
1	Rimas	Building material
2	Mahoni	Building material, furniture
3	Snokleng	Building material
4	Jati	Building material
5	kelanir	Building material
6	kemiri	Building material
7	Kesaming	Building material
8	Kuken	Building material
9	berora	Building material
10	Kayu batu	Building material
11	bambu	Building material

12	Kayu tai	Building material
13	Ree	Building material
14	Pohon sepang	Building material
15	Ganterung	Building material
16	Suwer	Building material
17	Lonto peta	Craft materials
18	Tai angin	Beauty mask

**Youth Perception on the impact of climate change in the village:**

- Famine, death
- It is difficult to get food for our family
- Lack of food
- Illegal logging
- Low adaptive capacity

**Adaptation strategies:**

- Look for vegetable and hunt for the animals (deer (*Cervus timorensis* and junglefowl (*Gallus varius*)) in the forest.
- Look for plants that can be sold and used the money for basic needs.
- Replant the trees that have been cutting down (reforestation).

**Forest role during difficult situation:**

- Forest can help us because we can look for the food in the forest during the harvest failure.
- Forest is vital for our survival and life in the village.
- Forest can help us because forest keep food and water important for us.

Forest provides vital income for local people