



# The Rufford 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>	Camille Coudrat
<b>Project title</b>	Biodiversity Literacy Project: Towards long-term conservation education programme in Nakai-Nam Theun National Protected Area, Laos (phase 2)
<b>RSG reference</b>	17196-2
<b>Reporting period</b>	May 2016
<b>Amount of grant</b>	£4780
<b>Your email address</b>	camillecoudrat@gmail.com
<b>Date of this report</b>	30 May 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
Development of a long-term conservation education program				<p>Although we were able to develop a set of activities that are replicable, we are planning now in our next step to produce a booklet in Lao language describing all activities and training educators to implement those. We will collaborate with several other partners to develop this booklet. Our main local partner approached us to assist in developing a curriculum for conservation education in schools in the protected area.</p>
Delivery of a total of six workshop activities over a period of 12 months in two target villages (including two primary schools and two secondary schools).				<p>Due to logistic reasons, we had to delay the project start date by several months. We started the project in January 2016 and therefore could only implement three visits before the summer school break. However, we were able to visit many more schools and villages than originally planned:</p> <ul style="list-style-type: none"> <li>• 10 villages</li> <li>• 11 schools (two secondary and nine primary schools)</li> </ul>
Involvement and training of school teachers to participate in the workshop activities				<p>Over the project period, we conducted three teacher training sessions:</p> <ul style="list-style-type: none"> <li>- 13 teachers trained during workshop 1</li> <li>- 13 teachers trained during workshop 2</li> <li>- 17 teachers trained during workshop 3</li> </ul> <p>In addition, five district staff were trained and implemented the activities of the three workshops</p>
Delivery of appropriate messages about environmental issues,				A series of activities were developed and implemented

the local wildlife's global and regional status and ecology, the links between ecosystem protection and human sustainable livelihood				
Inspire children, the next generation, to appreciate the intrinsic value of wildlife and nature.				
Create a children's story-and-picture book (in English and translated to Lao)				This project is now expended to make a more comprehensive book that will be completed in September 2016

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

The first difficulty was to identify a qualified Lao education officer to implement the project. We could not find a Lao National for this position and therefore hired a US National (Miss Janelle Kaz). This meant that we needed some facilitator/translator to work with the education officer.

The fact that the Education Officer was a foreigner meant that the activities developed followed a different concept from what Lao educators are used to (e.g. in Laos, the education system has very little, if not no, place for creativity, creative thinking, hands-on activities, dynamic teaching, learning through playing). This made the training of trainers challenging. However, since we worked with the same team of trainers during all the workshops, they improved their skills and gained in confidence over the project to implement the activities.

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

There were five major outcomes from this project:

1. Development of a set of activities related to nature conservation (for more details, refer to Progress reports 1, 2 & 3).
2. Training of Trainers: five district staff and 29 teachers were trained.
3. Three workshops completed in 10 villages and 11 schools, reaching over 800 students.
4. Children's book creation: after producing seven illustrations for the book, we decided with our partner Eric Losh Illustration to extend the project to a more comprehensive story book which will include 12 illustrations. The book will be completed in September 2016.
5. Partnership with Creative Literacy Laos (CLL): we partnered to implement workshop 2 & 3; CLL works towards increasing literacy and creativity through

establishing libraries in Nakai-Nam Theun NPA. Our joined efforts and funds allowed the purchase and distribution of 850 books to the 11 schools.

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

Through this project, Activities were held in seven locations across Thaphaiban and Navang Clusters of Nakai Nam Theun National Protected Area (NNT NPA); Ban Makfeuung, Ban Korbong, Ban Nakang, Ban Navang, Ban Fangdeng, Ban Thameuang and Ban Nahao. Reaching 29 teachers and over 800 students.

Twenty-nine teachers in Thaphaiban and Navang Clusters were trained in creative teaching techniques and games to move students between activities in fun and engaging ways and some basic ways to explore teaching environmental appreciation, conservation awareness and science in their curriculum.

Villager elders were asked to participate and be actively involved in some of the activities implemented, notably to share traditional knowledge on plants and their use to children.

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

We plan to continue this project in the future with those activities:

- a. **Development of an activity booklet:** The activities developed over the course of this project, as well as additional ones yet to be developed will be describes a booklet in Lao/English language that will be able to be used by educators in Lao and at our project base. We will train educators to implement the activities described in the booklet.
- b. **Training of Trainers:** in collaboration with Project Central, Stone Lion Puppet Theatre, Kansas-City, Hong Duc University in Thanh Hoa Province, Vietnam and Creative Literacy Laos: Together we are planning to join expertise to develop and implement an intensive and formal Training of Trainers workshop on teaching environment and science for teachers and student/ community leaders, to encourage confidence and creativity in environmental instruction and to build a strong community pride in local ecosystems, wildlife and village environment.
- c. **“Wonders of the Annamites” children’s book:** realising the great potential of this book, its uniqueness and interest by partner projects, we decided to expend it to a more comprehensive book project. Already we have secured funding for the printing of two editions: a Lao/English version, which will be disseminated in Lao and a French/English version, which will be distributed in Europe through partner zoological institutions.
- d. **Production of additional exclusive children’s book resources:** in collaboration with Environmental Journalist and children’s book writer

Melody Kemp we plan to produce children's story books related to nature conservation.

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

All the updates of this project were regularly shared through compelling posts on our social media page (Facebook).

Three progress reports were written and sent to Rufford Foundation.

A final poster with selected pictures from the workshops will be created and brought to the participating schools to display in their classrooms.

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

The grant was used from April 2015 to May 2016. The project was extended to an additional 3 months compared to the anticipated project length due to the delay in project start.

**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
Food	360	115.63	244.37	Food for workshop 2 and 3 were covered by the Nam Theun 2 Watershed Management and Protection Authority. Balance was used to purchase additional material/supplies
Transport	540	335.09	204.91	Transport for workshop 2 and 3 were covered by the Nam Theun 2 Watershed Management and Protection Authority. Balance was used to purchase additional material/supplies
Supplies/Equipment/Education/Materials/Prizes/Printing	264	1002.07	-738.07	Funds saved from other budget lines were used to purchase additional material and supplies
Writer/Illustrator for children's book	670	521.39	148.61	This book project is expended to produce a longer and more comprehensive book. Phase 2 of this book project is still on-going

Salary for Education Officer	810	777.05	32.95	Reduction in number of workshops allowed saving funds from this budget line
Project featured Anoulak material production (T-shirts and bags)	2136	1966.78	169.22	Difference was used for additional supplies
<b>TOTAL</b>	4780	4718.01	61.99	Will be used to print a poster with pictures from the workshops for each participating schools

\*\*\* Exchange rate used: 1 GBP = 11,865.35 Lao Kip

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

There are two main needs in our next steps:

- a. **Training of educators:** For sustainability in community outreach, we believe and strongly feel that intensive training of educators and teachers will allow the latter to deliver regular activities in schools. We are therefore planning to focus on training rather than activity implementation in our next steps. We will organise training workshops with district staff, park management parks and teachers.
- b. **Production of teaching resource and learning resources:** The lack of available resources focussing on nature conservation both for teaching and learning are great in Laos. In our next steps, we will be focussing on the production of teaching resources for educators and learning resources for children and the whole community. We will be working on an activity booklet for educators and on several children books and posters with nature conservation themes. We will be collaborating with writers and illustrators.

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

RSGF logo was used in our reports and in our social media page.

### 11. Any other comments?

We hope that RSGF will continue supporting this project in the future.