

## 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>    | June – 2015 to June - 2016                               |
| <b>Amount of grant</b>     | 5000   |
| <b>Your email address</b>  | <a href="mailto:lientk@ced.edu.vn">lientk@ced.edu.vn</a> |
| <b>Date of this report</b> | July 1 5, 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   |
|---|--------------|--------------------|----------------|--|
| 1. Expand the environmental justice curricula to include other subjects:  |              |                    | X              | We developed more curricula for grade 9 and 10 and included more subjects, such as: geography, citizen education, chemistry.     |
| 2. Providing support for the implementation of field-based activities using existing and newly developed curricula: |              |                    | X              | We have organised a series of training days and workshops for teachers, educators, and relevant staff from related organisations |
| 3. Further advocate for changes in education in Hanoi   |              |                    | X              |  |

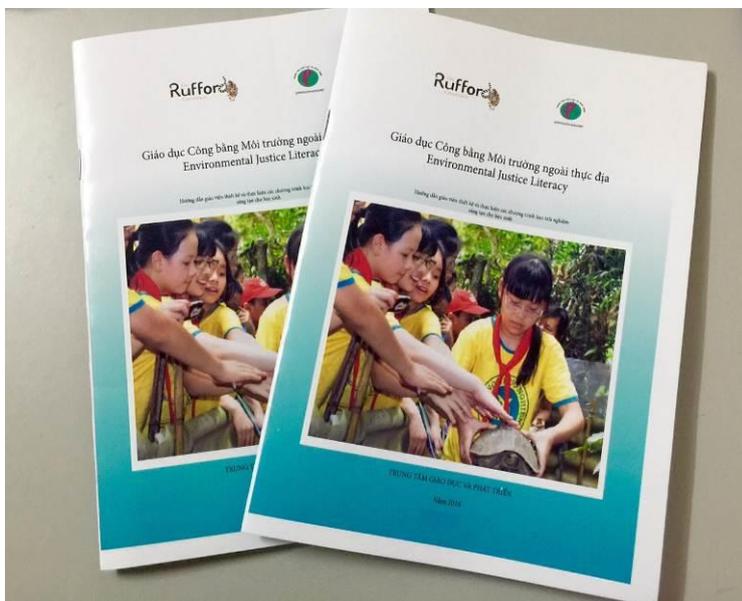
1. Expand the environmental justice curricula to include other subjects:

Based on the success from the last year, we have further developed curriculum for out-door, environmental and science-based education to cover the concept of environment justice more broadly. Last year, we developed guidance and curriculum from grade 3-8. This year, we developed a more comprehensive curriculum, covering 1-10 grades, and links to different subjects in the national curriculum (e.g. science, biology, geography, chemistry, citizen education). Using the curriculum and guides provided, teachers spend 1-2 hours in the classroom to prepare students about environment literacy, importance of conservation, and related topics linked to the subjects that they teach. After that, students will take 1-day trips to a national park. After the trips, students will have 1-2 hours to in the classroom to discuss what they've learned in groups. Some classes, students are required to conduct a small research project. The teacher will be consulted during development and finalizations of the curriculum and guide.

Throughout the education programme for students from grade 1-10, we've tried to deliver different aspects of environmental justice, which is defined as 'equal access to safe energy, healthy food, clean air and water, open spaces, non-toxic communities, and equal access to educational and employment opportunities'. There are a lot of definitions of environmental justice, but we choose the one above as it is our vision to create and maintain a deeper, unified road map to foster an understanding of the principles of environmental justice and stewardship in Vietnam over the long-term. Our mission for the time being is to work with children, youth,

volunteers, supporters, educators, and advocates restoring ecology, improving environmental health and strengthening the sustainable community. The curriculum is delivered by conservationists, forest rangers, researchers, and scientists so they have a strong focus on conservation education. For most of the programme (especially younger children), it also includes a short introduction to help students understand more about what biodiversity is and why it is important, and what is the role of science and conservation (to address biodiversity decline; understand the complexity of biodiversity; discussions of resource uses). Through these hands-on activities, education and discussions, local children and youth are really engaged in learning about ecological restoration and have concrete actions to protect habitats in areas where they are living.

This year, with the support of the project, I led a team of teachers and scientists to continue to develop curriculum for students to learn about biodiversity and environmental justice at Tam Dao and Ba Vi National Parks, The Museum of Nature and Me Linh biodiversity research station and other museums and research institutes in Hanoi. The curricula have been tested throughout the year and finalised and documented as a handbook for use by local educators and staff from other partner institutions. The programmes include biology field trips, activities in the school and indoor activities before and after the trips. We have also developed and published curriculum for students to conduct research about environment and biodiversity.



*200 handbooks were published for distribution in Hanoi.*

In this year's programme we have extended our partnerships with the Vietnam National Satellite Center of the Vietnam Academy for Science and Technology (VAST). Through these new and extended partnerships with VNSC and VAST, we help students to have a better understanding of our earth system and help us to meet the needs of wildlife and habitats in a climate that is drastically changing. We also help schools to develop a guided framework for student to work with the community to solve real world environment issues. Each class of students participating in the

programmes has about 4-5 hours of indoor activities and 4-8 hours of outdoor activities in the museum and/or a day trip to a national park. In addition, we have created day-long and week-long programs for students to learn about environmental justice in Ba Vi National Park.

Training workshops for teachers of the new participating schools

We have provided training for teachers from new schools to ensure that they are able to understand and conduct activities with school kids. Using the curriculum developed, two workshops for 50 teachers from Nguyen Tat Thanh lower and upper secondary schools in Hanoi were held. This provided training for teachers with hands-on activities during the field trips, making connections between human health, the environment, and urban quality of life. Based on the workshop's results, CED then further finalised the curriculum in close consultation with school teachers and staff from partner institutions.

2. Providing support for the implementation of field-based activities using existing and newly developed curricula:

This year, based on the new and expanded curriculum, we have organized field trips for about 2,023 students from five different schools in Hanoi. There are five schools participating in this programme.

- Thuc Nghiem Secondary school
- Nguyen Tat Thanh Secondary school
- Nam Tu Lien Secondary school
- Ngoi Sao Primary school
- Thuc Nghiem Primary school

Supporting field trips for school students

This year, the project supports about 2,073 students, participating in our field-based training activities. More specifically,

- 493 students went to the Museum of Nature;
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- 392 students went to Tam Dao National Park;



- 474 students went to Ba Vi National Park;





- 410 students went to Me Linh biodiversity station:

- 254 students went to Vietnam Academy for Science and Technologies (VAST) and Hanoi University of Science and Technology (HUST) for studying;



93% of students who went to the Museum of Nature, 91% who went to VAST and HUST, 97% who went to Tam Dao, 96% who went to Ba Vi, and 95% who went to Me Linh station assessed the program as very good and that they were excited and

learned a lot about the environment and aspects of environmental justice in each trip. The programs were highly appreciated by the teachers as well, in term of relevance to the curriculum and motivation for students to learn.

We have worked with Nguyen Tat Thanh and Thuc Nghiem schools (that have approximately 2,500 and 900 school students respectively) and they have inserted field trip curriculum that we've developed in their main school curriculum to ensure that students have field trips to CED supported places at least once a year.

#### Organization of summer camps in Ba Vi National Park

From the 12th -17th June 2016, CED, together with Thuc Nghiem School, held its summer camp for 50 secondary students of different ages from Thuc Nghiem and other schools in Hanoi. The camp took place at Ba Vi National Park, which provided a perfect opportunity for the students to get closer to nature and explore and study about nature and conservation. Each day of the camp included a nature science lesson, where the students would get to work on their own projects (they have to choose a subject related to the biodiversity of Ba Vi national park, define questions that they want to know, hypothesise, draw a conclusion, and propose their actions to protect the environment and conservation. The summer camp is a great opportunity for students to learn about environment and biodiversity and the challenges to conservation.



Activities in summer camp led by Ba Vi National Park rangers.

### 3. Further advocate for changes in education in Hanoi

Supporting workshops to advocate for program expansion and continuation: On March 10<sup>th</sup>, 2016, the project supported the Center for Education Technology and the Vietnam Institute for Education and Science (VNIES) to organise a workshop with about 50 representatives from the Ministry of Education and Training (MOET), schools and related organizations (for example, VAST, Hanoi Zoo, HUST, National Parks, among others) to present the program and methodology and seek support and input/recommendations going forwards.

In this workshop, I presented the results of the programme to date summarising key results, assessment from students and teachers, successes and areas for improvements, and how to replicate to other schools and provinces in Vietnam. Discussions focused on: areas for improvements, how to expand to other schools, how to sustain the program in pilot schools, roles of NGOs in connecting schools and other related organisations to deliver the programmes, what additional support is needed (for expansion and sustainability); and commitments from representatives of the workshops.



After the workshop, all participants agreed the importance of integrating this curriculum to the mainstream of the school education system and will propose to the Ministry of Education and Training (MOET) to issue necessary decisions to encourage schools to integrate this curriculum to schools. Other participating institutions such as museums, national parks, and institutes under VAST will also continue to provide support as needed to ensure that these programs will be maintained and expanded. The two pilot schools also committed to maintaining the program in the coming years, with the support of parents and related institutions and they will ensure that all students of their schools will have chance to learn the curriculum on environmental justice linked with other subjects.

Supporting communication to advocate for expansion and support of the programme leveraging both traditional and modern media:

We continue to write articles and develop videos about our programme to introduce to other schools and organizations for expansion and replication of the programmes to other areas. Below are some examples of articles:

**Learning at the museum of nature:**

<http://www.traihehanoi.com/2015/12/lop-7-truong-thcs-thuc-nghiem-hoc-thuc.html>

**Learning at Ba Vi National Park:**

<http://www.traihehanoi.com/2015/12/hoc-thuc-ia-tai-vuon-quoc-gia-ba-vi.html>

**Learning at Tam Dao National Park and Bear Rescue Center**

<http://www.traihehanoi.com/2016/05/tu-ngay-26042016-en-ngay-28042016-trung.html#more>

**Learning at VNSC – VAST**

<http://www.traihehanoi.com/2015/10/hoc-thuc-ia-tai-vnsc-mot-chuyen-du.html>

**Learning at HUST**

<http://www.traihehanoi.com/2015/11/hoc-thuc-ia-tai-trung-tam-thong-tin.html>

**Developing and implementing a media program including television and newspaper coverage**

We have leveraged both traditional and new media to disseminate information about the program and project activities. Please see examples of video clips and photos of the program here: ...

**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.**

- We have developed and implemented outdoor environmental education programmes for primary, secondary, and high 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 (site visits, outdoor activities and the 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 and recognised by the Ministry of Education and Learning.
- Addressing coordination problems hindering environmental and conservation 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.
- Two major public schools with more than 3,000 students in Hanoi are willing to integrate this program into their annual curriculum. These schools are tasked by the Ministry of Education and Training in piloting new teaching initiatives and proposing solutions and recommendations for MOET for changes in policies.

**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, so they know how to conduct similar programmes.

**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 June 15, 2015 (as soon as we received funding) until June 17, 2016 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 Description   | Budgeted Amount (£) | RSGF Amount (\$) | Actual Amount (\$) | Difference (\$) | Comments   |
|--|---------------------|------------------|--------------------|-----------------|--|
| Development and finalization of curriculum (£80 x10)   | 800                 | 1,194.03         | 74.23              | 1,119.80        | We reduce the costs for development of curriculum for support fields trips for new schools |
| Support field trips (transportation and materials): £140 x 20                                  | 2800                | 4,179.10         | 5,626.68           | - 1,447.57      |  |
| Support organization of workshop with MOET (venue, lunches, stationeries, documents): 50 x £20 | 1000                | 1,492.54         | 1,846.59           | - 354.05        |  |
| Communication (lump sum) 400   | 400                 | 597.01           | 0                  | 597.01          |  |
| <b>Totals</b>  | <b>5000</b>         | <b>7,462.69</b>  | <b>7,547.49</b>    | <b>- 84.80</b>  |  |

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

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 rural and remote locales with rich biodiversity resources but students have limited access to these offhand-on learning activities.

In order to expand and sustain these activities, parents, teachers and other public organisations (such as national parks, research institutions) should continue to support the program. 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 in other locations in Vietnam.

## 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, organized workshops and training.

## 11. Any other comments?

Me Linh Biodiversity Research Station has now become a great and popular place for conservation education in Hanoi. Thanks to great success of the conservation education programme, the station is able to mobilise further funding from other institutions, as well as teachers and student volunteers to develop its infrastructure to becoming a great and friendly place for learning and studying.



A new playground using environmental friendly and/or recycled materials was constructed in early 2016.



With support from The Friedrich-Ebert-Stiftung (FES), a private German non-profit organisation in Vietnam, a new room for conservation education will be ready for school students in November 2016.

