



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.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details	
Your name	Alerick Josué Pacay Barahona
Project title	Environmental education program for children, with focus on management and sustainable use of the marine and coastal resources of the Guatemalan Caribbean.
RSG reference	18620-1
Reporting period	November 2015 – September 2016
Amount of grant	£ 4354
Your email address	josuepb_2@hotmail.com / alerick.pacay@gmail.com
Date of this report	September 5 th , 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
To change environmental behaviour through increasing environmental attitudes, emotions and beliefs of the children populations in the Guatemalan Caribbean.			100%	Through the assessment and evaluation of children, using an adaptation of the pre-post methodology of writing evaluations of Herzog <i>et al.</i> (1991), we determine that children (N=135) that participated in this project positively changed their environmental behavior from 61.97% (pre-evaluation) to 72.79 (post-evaluation), which means that this kind of projects can increase attitudes, emotions and beliefs of children populations. This project increased it in 10.82%
To motivate environmental attitudes (environmental satisfaction and perceived importance) on children of El Quetzalito Village.		90%		As I said before, results show that there is an increase in motivation on children. This project was held not only in El Quetzalito Village, but in another public school in Livingston. Both communities actively participated in this project. Furthermore, it is important to mention that some young people of these communities helped during the workshops, doing different activities with the youngest. Despite of that, we still have some children that do not show interest in this kind of projects and they still think that natural resources an animal do not care.
To bring easy-to-understand scientific knowledge to children			100%	We were able to reproduce and to give 514 copies of each educational material that were designed.

<p>through environmental education workshops and educative material for kids.</p>			<p>Educational material created includes three story books about mangroves, seagrass beds and coral reefs, one colouring book and one memory card game about coastal and marine resources. This means that the total number of printed copies that we delivered was 2,570.</p> <p>Whale shark board game was not reproduced because it was really expensive. We got a special price in the printing company but it would cost £5 each copy (only if we print 500 copies).</p> <p>Six environmental workshops were held with this project; each of them with a specific topic about one of the main coastal or marine ecosystems for the region (in this case: mangroves, seagrass beds and coral reefs). Children learned about biology, ecology, key species, main threats and possible solutions of each ecosystem.</p>
<p>To establish a 5-year environment educational programme through the already existent Master Plan of the governmental entity for protected areas Consejo Nacional de Áreas Protegidas (CONAP).</p>		<p>100%</p>	<p>We held a meeting with people of CONAP at the beginning of the year (March 2016). They got to know about project objectives and the activities for the communities.</p> <p>They came to every fieldwork for the past 5 months, and complemented the activities with socialisation of conservation projects that they are doing inside of the protected area Punta de Manabique.</p> <p>They will remain doing environmental education with children at the 23 established communities inside the refuge each month for the next 5 years.</p>

				They also delegated a person for education in their organisation. He will be doing the next workshops and will try to educate as much people as he can.
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2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

Lack of strong educational background. One of the main problems that I identified when I first went to the communities, is that children who are studying in public schools do not have strong educational background. This was clear to me when pre-evaluations were conducted. Children could not understand some of the sentences, even though, they were adapted for children's language.

In order to make evaluations clear and understandable for children, I read every statement to children (did the same process in every classroom), answering any question that they might had.

Strikes and protest march. Because of our government's bad skills to manage money, there are lots of teachers that work in public schools that do not receive their money on time or that have setbacks in their engagements. When those teachers get annoyed, they stop teaching and go to streets in a protest march. Sometimes I needed to reschedule the project's activities and to work with children outside de schools in order to do the workshops with them. This is one of the main problems in undeveloped countries like Guatemala. Sometimes this protest march can last one day, but there are times when they last for weeks.

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

- 514 children in two public schools of the Guatemalan Caribbean were educated about marine and coastal resources of the region. This was made through five workshops and 514 educational kits (three story books, one coloring book and one memory card game about the main coastal marine ecosystems).
- Seven teachers assisted to the workshops and acquired the knowledge to replicate this information with new generations of children in public schools of the Guatemalan Caribbean. They all have the materials and equipment to do workshops and other activities for children in order to teach them about marine and coastal resources.

- The national council of protected areas in Guatemala (CONAP), accompanied us during the workshops, teaching children about the conservation efforts that they are having inside the protected area Refugio de Vida Silvestre Punta de Manabique. They agreed on sending 1 person of their staff to do education monthly; this will be organised by the person that is in charge of achieving the educational goals for their Master Plan.

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

Two young people from the community of El Quetzalito were identified as pure leaders. They got involved in the project's activities since the first day. They helped with the presentations and did some of the activities with the children too. One of them is 16 years old and the other is 15; both of them had expressed that now they want to become marine biologists to help their community to be more sustainable.

Not only children were benefitted with this project but parents too. They showed interest in the topics that this project brought to the public schools, and some of them assisted to the workshops and took in their other sons or daughters with them.

Now children now the importance of natural resources. They identified the main threats and issues that are affecting their ecosystems, and some of them are thinking to do little socialisation campaigns with their neighbour communities.

5. Are there any plans to continue this work?

Definitely! Next step for this project is to work an action campaign that aims to attack one of the issues that they have identified in this project. This campaign will be led by children (empowering their voices as community members).

Also, as this project attracted the attention of the parents, we want to go to other communities, do educational workshops but this time, we want to include children's parents too!

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

This information will be shared with teachers at the public schools where we worked with, and CONAP. They will have access to all the reports and pictures of the project.



A presentation at the State University (Universidad San Carlos de Guatemala -USAC-) is going to be arranged. This in order to promote educational and social work with students of careers such as aquaculture or biology.

Pictures and stories about this project had been uploaded to Fundación Mundo Azul's websites www.fundacionmundoazul.com and www.fundacionmundoazulkids.com. Information is available for anyone that wants to see the results of the project in each workshop.

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 project was created to last 10 months (starting January 2016 and ending in October 2016). Project activities were held during the period of time it was said in the original project, except for the dialogue tables with CONAP, which started in March 2016 instead of November 2016.

Activity	Original proposed time	Time that was executed
Educational material creation and preparation of workshops	January, February and March	January, February and March
Environmental awareness puppet show creation	March	March
Workshops	April to September	April to August
Dialogue tables	November	March
Final Presentation	no date	September

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.

Exchange rate: 1 Quetzal = 0.084 £ sterling

Item	Budgeted Amount (£)	Actual Amount (£)	Difference (£)	Comments
Transportation	883	564	+ 319	Savings in transport are because sometimes CONAP (the national council of protected areas) gave us ride to the communities. Each ride saved us an average of £45.
Food	636	471	+ 165	We saved money of food because we feed at local communities (homemade meals cooked by the wives of the fishermen); sometimes they didn't charge us for the food.
Lodging	260	226	+ 34	We got a little discount at the hotel we stayed at.
Educational material kit	2000	1989	+ 11	Spent the amount to reproduce 514 copies of the educational material.
Puppets	125	73	+ 52	Spent the amount in puppets which were made by a woman in the communities. Total of puppets: 7. Saved money because she gave us special price.
Puppet scenario	150	150	+ 0	We made three puppet scenarios. They are available for their use in the public schools of El Quetzalito and Creek Chino.
Puppet shows recordings	300	210	+ 90	We did 3 professional records for puppet shows (mangroves, sea grass bed or coral reefs).
Loss of money by bank transfer	0	325	-325	During the bank transfer, we lost £325. This was not a problem due to the savings we had during the project.
Total	4354	4008	+ 346	For another projects: we recommend people to take in count the loss of money because of the bank transfer.



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

New communities. It is important to replicate this project in other communities in the Guatemalan Caribbean. This time, we could get involved teachers and young people that demonstrated to have interest in educating children and other local people.

Go for the parents. As many of the children that were assisted by this project are sons and daughters of fishermen, we want to create a new project for them. A project that enables us to bring education about “vedas” in the region. A veda is a period of time when fishermen are not allowed to capture a specific specie or to use specific fishing gear. If we can do a correct socialisation of these periods of veda, we will enhance the National Fisheries Department of Guatemala and will make their work more effective.

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?

Rufford Foundation’s logo was used and printed in every copy of the educational material we distributed in public schools in the Guatemalan Caribbean (pictures will be send by email with the RSG Reference of the project). Logo also appeared in the slides of the virtual presentations using *PowerPoint*.

During the project publicity was made to Rufford Foundation through social media (Facebook and Instagram). Posts with updates were uploaded to Fundación Mundo Azul’s Facebook Fan Page and Instagram, thanking Rufford as a donor for the project. Executed activities are also available in www.fundacionmundoazulkids.com and www.fundacionmundoazul.com

Rufford Foundation’s logo appears in the donors section of Fundación Mundo Azul website, with a link that redirects people to www.rufford.org

11. Any other comments?

I’ve never worked for a donor like Rufford Foundation. Thanks to your support we could be able to held educational workshops for children at the Guatemalan Caribbean, a place where lack of strong education is one of the main issues. We hope this project can be replicated by others in different countries in the world!

I also want to thank Fundación Mundo Azul for all the technical support and the time they allowed me to go to public schools in the Guatemalan Caribbean. This project is the result of a strong collaboration with lots of key actors and teamwork.

Special thanks to the communities and all the children and teachers in the villages!





