

## The Rufford Small Grants Foundation

### Final Report

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. 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>           | Nguyen Viet Dung  |
| <b>Project title</b>       | School-based environmental education (EE) around the Tonkin snub-nosed monkey (TSNM) conservation area of Khau Ca, Ha Giang province, Vietnam |
| <b>RSG reference</b>       | FFI Vietnam   |
| <b>Reporting period</b>    | April 2009 – December 2010  |
| <b>Amount of grant</b>     | £ 6000  |
| <b>Your email address</b>  | <a href="mailto:dungnv@nature.org.vn">dungnv@nature.org.vn</a>  |
| <b>Date of this report</b> | January 15 <sup>th</sup> 2011   |

**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  |
|--|--------------|--------------------|----------------|---|
| <p>Strengthening capacity for local teachers of involving schools in Khau Ca to carry out the school-based integrated environmental education programme.</p> |              |                    | √              | <ul style="list-style-type: none"> <li>• 18 local teachers of three secondary schools of Tung Ba, Yen Dinh and Minh Son communes participated in a 3-day participatory training in EE, facilitated by PanNature in October 2009. This training has: (i) enhanced their knowledge and skills about EE and how to develop and deliver subject-integrated EE lessons and activities with their students; (ii) helped them to identify subjects, lessons and contents to integrate EE in both formal and informal education; and (iii) facilitated them to prepare annual EE action plans for school-years of 2009-2010 and 2010-2011.</li> <li>• An exchange meeting among EE teachers held in January 2010 to share their experience of how to conduct outdoor EE activities with local students.</li> <li>• A consolidating seminar held in May 2010 for EE teachers to review their school-based EE implementation in the school year 2009-2010.</li> <li>• 5 school visits given by EE experts of PanNature to motivate and provide local teachers with technical guidance to implement EE activities.</li> <li>• 16 monitoring trips given by EE experts also helped to encourage and receive feedbacks from local teachers regarding to their EE performance.</li> </ul> |
| <p>Building close relations with local partners to better promote EE and awareness activities for conserving TSNM species and their habitats.</p>            |              |                    | √              | <ul style="list-style-type: none"> <li>• A MoU signed between Management Board of the Khau Ca Species and Habitat Conservation Area, Education Management Divisions of Vi Xuyen and Bac Me districts, PanNature and three involving schools to commit the implementation of school-based EE programme and other community outreach awareness activities.</li> <li>• The manager of Management Board of the Khau Ca Species and Habitat Conservation Area directly participated to oversee the EE programme. Two other ranger staff of Ha Giang Forest Protection Department sometimes joined in monitoring visits with PanNature's EE experts to three involving schools.</li> <li>• Ha Giang Forest Protection Department and Management Board of the Khau Ca Species and Habitat Conservation Area regularly updated and</li> </ul>   |

|   |  |  |   |
|---|--|--|---|
|   |  |  | <p>informed about the progress of EE programme.</p> <ul style="list-style-type: none"> <li>• Ranger staff of Ha Giang Forest Protection Department and Management Board of the Khau Ca Species and Habitat Conservation Area, and all EE teachers actively commented during the process of participatory development of EE guidebooks and other awareness materials.</li> <li>• FFI, as a strong conservation actor in Khau Ca, has greatly supported PanNature and its local partners by providing necessary information and references for school-based EE development. They also invited to give comments to awareness materials during their design process.</li> </ul>   |
| <p>Supporting local schools to plan, implement and maintain the EE programme in order to raise awareness of their students about STNM species and their habitat conservation.</p> |  |  | <ul style="list-style-type: none"> <li>• Each involving school approved an annual EE action plan, by which 64 lessons of Biology, Geography, Natural Science, Technology and Agricultural Technique subjects from grade 6 to 9 that were selected by teachers to integrate and teach about EE contents.</li> <li>• A well-designed teacher guidebook of 13 EE outdoor activities developed for teacher use with their students.</li> <li>• All students (946) of three schools participated in EE lessons and activities during 2009-2010.</li> <li>• Students of 38 classes (Tung Ba: 19; Minh Son: 10; Yen Dinh: 9) participated in EE outdoor activities organised by EE teacher in collaboration with EE experts and local rangers of Khau Ca Species and Habitat Conservation Area.</li> <li>• At each school, an EE bookshelf/library provided with 142 publications; 15 sets of selected pictures to support teaching EE lessons and activities; and a pack of 25 CDs of selected environmental short-movies, including movies about STNM in Khau Ca.</li> <li>• 300 copies of the EE teacher guidebook <i>Education to conserve STNM species – A guide to outdoor EE activities in secondary schools</i> developed, well-designed, printed and delivered to local schools in Khau Ca and other areas.</li> <li>• A student guidebook <i>playing games with STNM in Khau Ca</i> compiled EE outdoor activities that have been piloted in schools during 2009-2010 produced for student's uses.</li> <li>• 3000 copies of the STNM poster with texting in Vietnamese and Tay ethnic language (the major ethnic in Khau Ca's buffer zone communes) designed and printed, of which 2800 copies delivered to local schools and students to take for</li> </ul> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  |   | <p>hanging up at their homes (and their relatives can enjoy the poster too).</p> <ul style="list-style-type: none"> <li>• 2 sets of electronic factsheets with 28 pages to introduce: (i) Khau Ca Species and Habitat Conservation Area; and (ii) STNM species and its conservation developed with contributions from local teachers and students. Teachers can long use these factsheets for their EE lessons.</li> </ul> |
| Monitoring and evaluation of the school-based EE programme |  |  | √ | <ul style="list-style-type: none"> <li>• 16 monthly monitoring visits to three participating schools paid by EE experts and staff of Khau Ca Management Board in 2009 and 2010 have helped PanNature to oversee the programme's performance and progress and maintain continuous technical support to EE teachers, and to facilitate more engagement of Khau Ca staff to the schools and programme.</li> </ul>             |

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

Language difficulties: as most of local secondary students are the minority ethnics of Tay, H'mong, Dao and Nung, therefore they are not so fluent in speaking, writing and understanding Vietnamese, even this is only the language at the schools. This language barrier has more or less limited their ability of perceiving information and messages from EE lessons and activities. Among three participating schools, students of Yen Dinh and Minh Son schools situated in remote mountainous areas are likely facing more difficulty than those in Tung Ba School. To overcome this, EE experts and local teachers have produced more visual aids materials, including movies, poster, sets of illustration pictures, factsheets, and action-based EE games in order to better motivate and support learning and awareness-raising of students. Besides, with consultation given by PanNature experts, EE teachers of each participating school were responsible for selecting subjects and/or lessons they though relevant to each student group (from grade 6 to 9) of their schools for integrating EE. Encouraging leaner-centred teaching methods and making EE fun that were helpful to make student enjoyed EE lessons and activities either within classes or on the grounds. Finally, EE experts and teachers have designed EE lessons and activities in very detailed formats with clear step by step guidelines for easy-uses.

Difficulty from teacher rotation: after the schoolyear 2009-2010 (by June), some EE teachers in Tung Ba and Yen Dinh secondary schools had to move out the Khau Ca area to other schools as local rules of teacher rotation. Therefore, since September, it required the EE programme to seek and train new teachers for replacement. This caused some delay to continue and maintain EE organisation and teaching at the schools. To overcome this situation, EE experts have closely connected with the school managers to select new teachers and keep them updated about the programme and guide them skills and techniques to conduct EE with local students.

Difficulties to access schools: as three participating schools situated in remote mountainous areas, so it sometimes very difficult for motor-driving to schools due to heavy raining, isolation due to flash-flood, and or severe road degradation due to mining operation (in Tung Ba and Minh Son). Distance between schools are over 50 km, thus it was not easy for organising regular EE teacher-

exchange among participating schools and/or organising outdoor activities for student e.g. exploring nature in Khau Ca forests. To overcome these difficulties, EE experts had to regularly contact and coordinate with EE teachers and local partners to re-schedule and arrange field-activities e.g. monitoring, technical visits.

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

#### *3.1 Awareness of local students about environmental protection, STNM species and biodiversity conservation, and forest preservation clearly increased:*

Recently, PanNature's EE experts have conducted an evaluation of the school-based EE programme, by which 380 students from grades 6 to 9 in three participating schools were interviewed from December 22-30, 2010. Initial statistics show that:

- 100% students of Yen Dinh, Minh Son and Tung Ba secondary schools participated in integrated EE lessons and activities facilitated by their teachers, including learning through regular subject lessons, participating in forest exploration in Khau Ca, reading EE references in the library, watching STNM and environment movies.
- 96% students responded that they clearly knew and understood values and importance of Khau Ca's forests to their lives. They did demonstrate these perceptions on the STNM painting wall-papers they used to do.
- 84% students can clearly present risks and impacts to local lives and livelihoods if Khau Ca's forests were destroyed and cleared.
- 92% students can clearly name at least three important animal species and three important plant species in Khau Ca forests;
- 100% students can name those organisations in Khau Ca that are responsible for protecting local forests.

#### *3.2 The school-based EE program received strong supports from local partners and commitment of participating teachers to maintain its performance at schools.*

Local schools and partner organisations have highly appreciated the EE approach PanNature developed and introduced in Khau Ca because of its innovation, relevance and workability in their local contexts. Leaders of Ha Giang Forest Protection Department, and managers of Khau Ca Species and Habitat Conservation Area and Education Divisions of Bac Me and Vi Xuyen districts have shown their strong support, reflected by the MoU signed by them allowing PanNature to develop the program with and at local schools. Particularly, Management Board of Khau Ca Species and Habitat Conservation Area has actively participated and assisted EE experts in motivating local teachers/schools and engaging them in the program, as well as making contributions to the development of EE and awareness materials for Khau Ca.

Three participating schools have presented their commitment and enthusiastic to the EE programme by active participation and cooperation with EE experts in all activities: training, preparation of EE action plans, teacher-exchange, seminar, material development, performance and maintenance of EE lessons and activities at their schools with students of grades 6-9. All participating schools are interested in the EE programme because it does not create more work as burden for participating teachers, while it has provided them with alternative teaching methods e.g. learner-centred manner, more illustration uses, more resources for references. Besides, EE teachers showed their interests not only the programme made their students to be more enjoyable in learning, but they found it as a meaningful resource in helping them to look for information and guidance when they requested.

PanNature has developed sets of illustration pictures that are greatly useful for their teaching and learning.

*3.3 EE guidebooks and awareness materials developed and provided by the programme are regularly and effectively using at participating schools.*

Various EE materials have been developed for the programme with participation of local teachers and partner organisations to support and facilitate schools undertaking EE lessons and activities as they have annually planned. The most important, these materials are designed the way that allows local teachers to use and/or re-use them in many years. Besides, EE guidance provided in such materials were designed in the way that allows local teachers to easily adjust and/or create alternatives in relevance to local contexts. As mentioned above, those EE materials that were produced include:

- Teacher guidebook: *Education to conserve STNM species – A guide to outdoor EE activities in secondary schools.*
- Student guidebook: *Playing games with STNM in Khu Ca.*
- STNM poster with texting in Vietnamese and Tay languages.
- Two sets of electronic factsheets with 28 pages: (i) Introduction to Khu Ca Species and Habitat Conservation Area; and (ii) Introduction to STNM species and its conservation.
- 15 sets of selected illustration pictures, sized A4, relevant to selected EE lessons and activities.
- 25 CDs containing STNM and environment short-movies and clips.
- A small EE library of 142 publications provided for each school.

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

This school-based EE programme mainly targeted to local students of three secondary schools at Tung Ba, Yen Dinh and Minh Son communes rather than local communities in general. However, the programme has reached to local communities through directly delivering more than 2800 STNM posters to all teachers and students of participating schools and authority staff of three communes. This means that at least 1000 households in the Khu Ca buffer zone have received that poster with information about STNM species, its threats and conservation. Also, staff of the Khu Ca Species and Habitat Conservation Area already distributed other 150 copies of that poster to remote villages in Minh Son and Tung Ba communes. The recent evaluation in December 2010 also revealed that 100% students confirmed they have told and shared with their relatives and friends what they have been learning from EE lessons and activities at the schools. Therefore, PanNature believe that local communities have more or less benefitted from this EE programme, even though there has been no assessment on this aspect. As previously proposed, in next phase, PanNature will develop a community-based communication programme, with a funding request from the Rufford Small Grant Fund, in order to raise awareness and promote villager participation in conserving and protecting STNM species and their habitats in Khu Ca.

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

As Khu Ca area represented as a new and unique example of in-situ conservation of a globally endangered primate species in Vietnam, the Tonkin snub-nosed monkey, in a small-sized natural forests, so PanNature strongly believe that more continuous joint efforts given by the conservation alliance of local conservation authorities e.g. Ha Giang Forest Protection Department, Khu Ca

Management Board and supporting conservation organisations such as FFI, San Diego Zoo and PanNature as well as grassroots local authorities and communities, including teachers and students of local schools will make short-term and long-term conservation goals/objectives in Khu Ca successful. Of which, the effort of raising awareness, promoting support, and encouraging active participation via engaging conservation-oriented actions of all key involving stakeholders in and around the Khu Ca area is significant and needs to be sustained.

Within the framework of EE and awareness-raising for STNM species and its habitat conservation, PanNature will continue closely working with local partners to seek more funding to maintain the on-going school-based EE programme in order to expand more outdoor EE activities for students e.g. movie-making, student painting, forest photo-taking, and teacher support as well as more awareness production to enrich the EE resources for local schools. In addition, PanNature also plans to develop a community-based communication campaign for STNM species and its habitat conservation in the Khu Ca buffer zone. This campaign will focus on building collaboration between local rangers and villagers through information and communication activities e.g. village broadcasting programs, supporting community-based forest monitoring groups, and joint-production of community outreach awareness materials, etc.

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

PanNature has widely shared and informed the school-based EE programme in Khu Ca during its meetings and/or seminars with other conservation organisations and donors, particularly those NGOs are working in Ha Giang and the northern mountainous provinces of Vietnam, such as FFI, IUCN, Caritas, San Diego Zoo, PRCF, etc. For example, PanNature has voluntarily shared and allowed PRCF – a conservation INGO working in Tuyen Quang province to re-use and replicate the design of STNM poster developed by PanNature for their awareness raising activities in Xuan Lac Nature Reserve. PanNature also has publicly shared “picture stories” of the Khu Ca EE programme on its website at [www.nature.org.vn](http://www.nature.org.vn)<sup>1</sup>. In 2011, PanNature will upload EE guidebooks, electronic factsheets of Khu Ca and STNM, the program information/ description on this website.

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

The RSG for the Khu Ca school-based EE programme was properly used since the funding was approved by RSG to start in April 2009 and end in December 2010. And all planned activities allocated during this period were carried out in meeting to the actual length of the project. The followings were timing (milestones) of the programme in respect to actual activities have been done:

- April-May 2009: institutionally arranging for the project implementation, including meeting local partners and involving schools, situation assessment, discussion of working plans, MoU preparation and signing, etc.
- June-Sept 2009: school closure (summer vacation); developing training programme and materials, drafting teacher guideline on subject-based EE integration, selecting teachers, seeking training permit and arrangement.
- October 2009: training teachers and developing EE action plans for each schools.

---

<sup>1</sup> See: <http://www.nature.org.vn/en/news/media-gallery/khau-ca-tsnm-awareness/>

- November 2009 - May 2010 and September – December 2010: supporting schools to implement and maintain planned EE activities; developing EE guidebooks and awareness materials; organising teacher exchange and student outdoor activities.
- May-September 2010: organising a teacher workshop to review EE implementation in the school year from November 2009-May 2010; and developing teacher and student guidebooks.
- June 2009 -December 2010: conducting field-visits to schools and local partners for either technical assistance and/or regular monitoring.

**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 |
|---|-----------------|----------------|-----------------|----------|
| <b>PERSONNEL</b>  |                 |                |                 |          |
| Allowance project implementation staff (trainers, facilitators, initiators, assessment staff, monitoring, coordination) | 2415.83         | 2591.60        | -175.77         |          |
| Local teacher allowance   | 161.28          | 517.06         | -335.78         |          |
| Administration personal allowance   | 193.14          | 424.63         | -231.49         |          |
| <b>Sub-total</b>  | <b>2770.25</b>  | <b>3533.29</b> | <b>-763.04</b>  |          |
| <b>EQUIPMENT</b>  |                 |                |                 |          |
| Material for training   | 176.77          | 201.12         | -24.35          |          |
| Educational material (teaching aids, lesson plans, material for EE activities)  | 900             | 946            | -46             |          |
| Material for meetings, workshop   | 284.09          | 278.46         | +5.63           |          |
| Assessment material   | 63.16           | 64.25          | -1.09           |          |
| <b>Sub-total</b>  | <b>1424.03</b>  | <b>1489.83</b> | <b>-65.8</b>    |          |
| <b>ADMINISTRATIVE COSTS</b>   |                 |                |                 |          |
| Office costs (utilities, office rent, communication)  | 360             | 447.74         | -87.74          |          |
| <b>Sub-total</b>  | <b>360</b>      | <b>447.74</b>  | <b>-87.74</b>   |          |
| <b>TRAVEL COSTS</b>   |                 |                |                 |          |
| Travel and accomodation project implementation staff  | 694.45          | 1066.63        | -372.18         |          |
| Travel and accomodation project stakeholders  | 56.82           | 168.60         | -111.78         |          |
| <b>Sub-total</b>  | <b>751.27</b>   | <b>1235.23</b> | <b>-483.96</b>  |          |
| <b>TRAINING, WORKSHOPS &amp; CONFERENCES</b>  |                 |                |                 |          |
| Training and workshops  | 505.06          | 506.58         | -1.51           |          |
| Participatory development of EE activities  | 189.4           | 188.83         | +0.57           |          |
| <b>Sub-total</b>  | <b>694.45</b>   | <b>695.41</b>  | <b>-0.95</b>    |          |
| <b>Grant Total</b>  | <b>60000</b>    | <b>7401.49</b> | <b>-1401.49</b> |          |

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

- Continue motivating and providing supports to involving secondary schools to maintain the EE program, and expanding the programme to primary schools in Tung Ba, Yen Dinh and Minh Son communes.
- Developing a community-based communication programme to raise local villagers' awareness and motivate their support and action-based participation towards conserving STNM species and its forest habitats in Khau Ca and law enforcement, particularly promoting community-based monitoring human impacts and development threats to STNM species and local environment such as mining in Tung Ba and Minh Son communes.
- Building capacity and promoting better engagement of on-site rangers of Khau Ca area and its surrounds for strengthening awareness and support of local communities to protect STNM species and its habitats.

### 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?

Yes, PanNature did use the RSGF logo in all main (printed) materials in relation to this project, together with logos of PanNature, (Ha Giang) Forest Protection Department, and FFI. Specifically, RSGF logo is appeared in (the front or back covers of) the following materials:

- Teacher guidebook: *Education to conserve STNM species – A guide to outdoor EE activities in secondary schools.*
- Student guidebook: *Playing games with STNM in Khau Ca.*
- STNM poster with texting in Vietnamese and Tay languages.
- Two sets of electronic factsheets with 28 pages: (i) Introduction to Khau Ca Species and Habitat Conservation Area; and (ii) Introduction to STNM species and its conservation.
- Package of illustration pictures package.

And, RSGF name was also mentioned by PanNature's EE experts in all meetings and formal documents (e.g. letters) with local partners and participating schools. And the publicity of RSGF was also appeared on PanNature's website at <http://www.nature.org.vn/en/news/media-gallery/khau-ca-tsnm-awareness/> (and this link was then forwarded to some environmental forums in Vietnamese e.g. Environment and More – an environmental volunteer forum, and shared among PanNature staff).