

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	Erlinda Cahya Kartika
Project title	Using participatory video and storytelling method as environmental education tools to increase people's tolerance toward Sumatran tiger in West Sumatra
RSG reference	8578-1
Reporting period	1 year
Amount of grant	GBP 6000
Your email address	linda_pluto@yahoo.com
Date of this report	01/10/2014

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
Change people's attitude toward tiger			√	People are willing to report all incidents of human tiger conflict to government. In the village, tiger also becoming rumours, more people wants to talk about tiger in positive way. Students also start to remind about traditional beliefs toward tiger; the becoming knew that in the past their ancestor has agreement with tiger to live coexistence
To form storytellers in the village			√	At least eight storytellers have been trained and can be storytellers in schools in their village
Establish Village Wildlife response team		√		The team is established but it still need to give training to the team. The team need to have skills on how to manage crowd and how to ask people in village to be more aware toward tiger. The team also needs more skills on helping government to handle human tiger conflict in their area.

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

In the beginning villagers did not want to receive us in a good way. But by staying in the village more and more they becoming recognise us and wanted to share with us their experiences on human wildlife conflict. In the end villagers willing to involve on project.

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

- Storytellers

There are eight high school students who trained to be storytellers in the villages. These storytellers then can continue our mission to conduct environmental education in their area by doing storytelling activities.

- Change in Attitude

Since the project started, many people in the village always talk about tiger (in a positive way). They start to remember what their ancestor told them about tiger. When the conflict occur they call the Ministry of Forestry and willing to help to chase the tiger away from their village

- Village Wildlife Response Team called Brigade Inyik Balang (Inyak baling is local name of tiger)

We formed one voluntary team to handle human wildlife conflict in the area. This team also will spread message to people in village about conserving forest and wildlife. We just formed the team but not yet giving any special training to them. In the future this team will help the government especially to manage crowd if there is human wildlife conflict in the area.

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

Local communities were strongly involved on every part of project activities. Start from making video for education programme. Also they were trained to make a picture and video.

In storytelling activities, children are very enthusiastic to hear the story. The teacher of Islamic school and the head of school in primary school even requested us to give more activities in the school. Finally we sign MoU with the school to conduct conservation activities in the school. This was follow up by conducting workshop for story teller in the school. The teacher of Islamic school also agrees to be one of volunteers for Village Wildlife Response Team.

Students in high school also trained to be storyteller. We have conducting several workshop to train them. In the beginning more than 15 students are involve. But finally only eight students than can continue to be storytellers.

5. Are there any plans to continue this work?

Yes.

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

I presented a paper in some conferences and publish the result in my blog also IUCN CEC Blog.

Presented a paper and result in

1. Student conference on conservation science, Peking University, Beijing (November, 2013) as part of Beijing Forum 2013 (<http://www.beijingforum.org/html/Home/report/14060004-0.htm>)
2. Student Conference on Conservation Science, Cambridge University, UK (March, 2014) (<http://www.sccs-cam.org/>)
3. Presented the result in Ministry of Forestry (west Sumatra natural resource and conservation office)

Publish in blog

1. IUCN Commission on Education and Communication (<http://cectalksnature.org/members-in-action-articles/storytelling-help-improve-understanding-of-tiger-conflicts>)
2. Publish in IUCN website with focus on inspiring a new generation and this will be included on World Parks Congress 2014 focus. (http://www.iucn.org/knowledge/focus/inspiring_a_new_generation/?18260/Storytelling-helps-understand-tiger-human-conflicts)
3. My own blog : www.lindapluto.wordpress.com
4. TigerHeart Blog (Volunteer for Sumatran tiger conservation): (<https://tigerheartsumbar.wordpress.com/2014/03/20/workshop-mendongeng-inyak-balang/>)

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

14 months, it should be finished in 12 month but last activity (cultural exhibition) was adjusted because villagers requested not to do it after Ramadhan.

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
Camcorder for participatory Video	440	440	0	
Pocket camera for participatory video and for documentation	420	400	20	Discount from the store
Venue for TOT	676	676	0	
Transportation	811	1000	(189)	Due to increasing the price of gasoline but we got another support from local government in west Sumatra
Editing Film	150	150	0	
Materials and equipment for storytelling and TOT	300	300	0	
Local people incentives	203	300	(97)	It was planned to have to local people helping us but finally it was three people
Food and accommodation	1622	1500	122	Sometime we don't need to pay accommodation because villagers want us to stay at their house
Training and Workshop	500	750	(150)	We conducted training on camera trap and five time workshops. It was planned only three time workshops
Discussion	200	200	0	
Cultural exhibition	676	676	0	
Total	5998	6392	(394)	We got little bit support from local government to cover the lack of money

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

To give training to brigade Inyak Balang and replicate this volunteering initiative to other village which has high intensity of conflicts. It is also will be good to start introduce them to the government who has responsibility to handle human wildlife conflict in West Sumatra.