

CEPF SMALL GRANT FINAL PROJECT COMPLETION REPORT

Organization Legal Name:	Center for People and Nature Reconciliation (PanNature)
Project Title:	Development of educational materials and information focused on the Tonkin Snub – Nosed Monkey (TSNM) in Northern Vietnam
Date of Report:	
Report Author and Contact Information	Trinh Le Nguyen, Executive Director Center for People and Nature Reconciliation No. 3, Alley 55, Do Quang st, Hanoi, Vietnam

CEPF Region: Indo-Burma

Strategic Direction: 1.6 Publish local-language materials on globally threatened species

Grant Amount: USD 9.150

Project Dates: August 2009 – December 2010

Implementation Partners for this Project (please explain the level of involvement for each partner):

Ha Giang Forest Protection Department, Management Board of the Khau Ca Species and Habitat Conservation Area, and Departments of Education and Training of Bac Me and Vi Xuyen districts have shown their strong support, reflected by the signing of the MoU allowing PanNature to develop the program with and in local schools. Particularly, the Management Board of Khau Ca Species and Habitat Conservation Area has actively participated and assisted Environmental Education (EE) team 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.

The plan and content of the EE program for separate schools were developed and implemented by teachers and the School Management Board with consultation from PanNature EE Team. Forest rangers also participated in order to help local teachers make connections with local ecological knowledge, especially within Khau Ca areas.

Conservation Impacts

Please explain/describe how your project has contributed to the implementation of the CEPF ecosystem profile.

1. Awareness of local students about environmental protection, TSNM species and biodiversity conservation, and forest preservation clearly increased:

PanNature's EE team have conducted an evaluation of the school-based EE program from December 22-30, 2010, by which 380 local students in the grades of 6 to 9 from three participating schools were interviewed. 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, and watching TSNM and environment movies;

- 96% students responded that they fully knew and understood the value and importance of Khau Ca's forests to their lives. They demonstrated this understanding of the TSNM by painting wall-papers. .
- 84% students can clearly present the risks and impacts to local lives and livelihoods if Khau Ca's forests were destructed and cleared-off.
- 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 organizations in Khau Ca that are responsible for protecting local forests.

2. The school-based EE program received strong support from local partners and commitment of participating schools to maintain it's the EE performance in schools.

Local schools and partners have highly appreciated the EE approach PanNature developed and introduced in Khau Ca because of its innovation, relevance and workability in their local environmental 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 signing of the MoU allowing PanNature to develop the program with and in local schools. Particularly, the Management Board of Khau Ca Species and Habitat Conservation Area has actively participated and assisted EE Team 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 enthusiasm to the EE program by active participation and cooperation with EE Team in all activities: training, preparation of EE action plans, teacher-exchange, seminars, material development, performance and maintenance of EE lessons and activities at schools with students grades from 6 to 9 . All participating schools are interested in the EE program because it does not create more work for participating teachers, and instead it has provided them with alternative teaching methods e.g. learner-centered manner, more illustration uses, more resources for references. EE teachers showed their interest not only because the program made their students learning more enjoyable but they found it a meaningful resource in helping them took for information and guidance when they requested. PanNature has developed sets of illustration pictures that are greatly useful for their teaching and learning.

3. EE guidebooks and awareness materials developed and provided by the program are regularly and effectively being used at participating schools.

Various EE materials have been developed for the program with the participation of local teachers and partner organizations to support and facilitate schools undertaking EE lessons and activities as they have annually planned. Most importantly, these materials are designed in a way that allows local teachers to use and/or re-use them for many years. Also EE guidance provided in such materials were designed in a way that allows local teachers to easily adjust and/or create alternatives in relevance to the local context.

Please summarize the overall results/impact of your project against the expected results detailed in the approved proposal.

The project successfully established environmental education program (EEP) for three schools within the buffer zone Khau Ca Species and Habitat Conservation Area. This program has been implemented by local stakeholders. Trying to achieve objectives of the projects, PanNature staff successfully facilitated local stakeholders in editing contents for the educational conservation materials. But some design techniques required to artist so that the cost of design was higher than approved proposal, this impacted to the budget balance. As a result, the activity had to be combined with other donor and implemented limitedly.

Please provide the following information where relevant:

Hectares Protected:

Species Conserved: Tonkin Snub – Nosed Monkey (TSNM)

Corridors Created:

Describe the success or challenges of the project toward achieving its short-term and long-term impact objectives.

All contents of the EEP are carefully selected to ensure its suitability to local pupils. They also experimented carefully before publishing the educational conservation material so that they are understandable to local communities. Some documents were written by bilingual Vietnamese and Tay (Tay is the major ethnicity in Khau Ca 's buffer zone). By developing materials through a participatory approach, EE teachers know clearly how to use these materials with their students

Were there any unexpected impacts (positive or negative)?

Lessons Learned

Describe any lessons learned during the design and implementation of the project, as well as any related to organizational development and capacity building. Consider lessons that would inform projects designed or implemented by your organization or others, as well as lessons that might be considered by the global conservation community.

- PanNature has been encouraging the participation of partners within the buffer zone of the Khau Ca Species and Habitat Conservation Area to develop EE materials for local communities. Through the participatory approach the educational materials made are easier for local communities to learn and get conservation information of TSNM species.
- Strengthening the capacity of local teachers and drawing their interests, particularly for those involved directly in EE activities, helps ensure active participation and support for field activities.

Project Design Process: (aspects of the project design that contributed to its success/shortcomings)

- Because local partners/stakeholders played big roles in designing educational materials, they also know clearly how to apply suitably these for their pupils as well as to update local ecology information/knowledge. This made local teachers participating actively in EE activities.

Project Implementation: (aspects of the project execution that contributed to its success/shortcomings)

- Focusing to participatory approach, 02 PanNature staffs facilitated stakeholders to design educational materials and participated in relevant EE activities

Other lessons learned relevant to conservation community:

ADDITIONAL FUNDING

Provide details of any additional donors who supported this project and any funding secured for the project as a result of the CEPF grant or success of the project.

Donor	Type of Funding*	Amount	Notes
Rufford Small Grant	B	£6,000	

**Additional funding should be reported using the following categories:*

- A Project co-financing (Other donors contribute to the direct costs of this CEPF project)*
- B Grantee and Partner leveraging (Other donors contribute to your organization or a partner organization as a direct result of successes with this CEPF project.)*
- C Regional/Portfolio leveraging (Other donors make large investments in a region because of CEPF investment or successes related to this project.)*

Sustainability/Replicability

Summarize the success or challenge in achieving planned sustainability or replicability of project components or results.

PanNature had assumed that if local teachers and other partners were interested in the EE program in Khau Ca, then they would be willing to participate and maintain the implementation of school-based EE activities for long-term. Therefore, PanNature's EE team have focused on training and strengthening EE capacity for selected local teachers based on high commitments given by school managers and Ha Giang FPD. The program approach did not create more pressure for their daily teaching work, but helped them to enrich their teaching from various educational materials developed and provided by PanNature which they had not had before. More important, PanNature always engaged local teachers and partners as key actors along the EE implementation in Khau Ca.

Summarize any unplanned sustainability or replicability achieved.

Safeguard Policy Assessment

Provide a summary of the implementation of any required action toward the environmental and social safeguard policies within the project.

Performance Tracking Report Addendum

CEPF Global Targets

(Enter Grant Term)

Provide a numerical amount and brief description of the results achieved by your grant.
Please respond to only those questions that are relevant to your project.

Project Results	Is this question relevant?	If yes, provide your numerical response for results achieved during the annual period.	Provide your numerical response for project from inception of CEPF support to date.	Describe the principal results achieved from July 1, 2010 to June 30, 2011. (Attach annexes if necessary)
1. Did your project strengthen management of a protected area guided by a sustainable management plan? Please indicate number of hectares improved.	N/A			Please also include name of the protected area(s). If more than one, please include the number of hectares strengthened for each one.
2. How many hectares of new and/or expanded protected areas did your project help establish through a legal declaration or community agreement?	N/A			Please also include name of the protected area. If more than one, please include the number of hectares strengthened for each one.
3. Did your project strengthen biodiversity conservation and/or natural resources management inside a key biodiversity area identified in the CEPF ecosystem profile? If so, please indicate how many hectares.	N/A			
4. Did your project effectively introduce or strengthen biodiversity conservation in management practices outside protected areas? If so, please indicate how many hectares.	N/A			
5. If your project promotes the sustainable use of natural resources, how many local communities accrued tangible socioeconomic benefits? Please complete Table 1 below.	N/A			

If you answered yes to question 5, please complete the following table.

Table 1. Socioeconomic Benefits to Target Communities

Please complete this table if your project provided concrete socioeconomic benefits to local communities. List the name of each community in column one. In the subsequent columns under **Community Characteristics** and **Nature of Socioeconomic Benefit**, place an X in all relevant boxes. In the bottom row, provide the totals of the Xs for each column.

Name of Community	Community Characteristics							Nature of Socioeconomic Benefit													
	Small landowners	Subsistence economy	Indigenous/ ethnic peoples	Pastoralists/nomadic peoples	Recent migrants	Urban communities	Communities falling below the poverty rate	Other	Increased Income due to:				Improved food security due to the adoption of sustainable fishing, hunting, or agricultural practices	More secure access to water resources	Improved tenure in land or other natural resource due to titling, reduction of colonization, etc.	Reduced risk of natural disasters (fires, landslides, flooding, etc)	More secure sources of energy	Increased access to public services, such as education, health, or credit	Improved use of traditional knowledge for environmental management	More participatory decision-making due to strengthened civil society and governance.	Other
									Adoption of sustainable natural resources management practices	Ecotourism revenues	Park management activities	Payment for environmental services									
Total																					

If you marked "Other", please provide detail on the nature of the Community Characteristic and Socioeconomic Benefit:

Additional Comments/Recommendations

Information Sharing and CEPF Policy

CEPF is committed to transparent operations and to helping civil society groups share experiences, lessons learned, and results. Final project completion reports are made available on our Web site, www.cepf.net, and publicized in our newsletter and other communications.

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