



CEPF Final Project Completion Report

Organization Legal Name	OSMOSE- Conservation, Education and Ecotourism
Project Title	Environmental Education in Peak Kantiel Floating Village, Prek Toal Ramsar Site, Tonle Sap
CEPF Grant or Number	SG73222 / CEPF-060
Date of Report	31 st August 2018

CEPF Hotspot: Indo-Burma Hotspot

Strategic Direction: 4 - Empower local communities to engage in conservation and management of priority key biodiversity areas

Grant Amount: US\$ 19,981

Project Dates: 1 August 2016 to 31 July 2018

PART I: Overview

1. Implementation Partners for this Project

- The Peak Kantiel (PK) primary school director and teachers:
OSMOSE partners with school director and teachers as main partners of the project to integrate EE classes into the school official hours. Their main task before the new academic year starts was the student enrolment and updated of student list for both the general education as well as for the Environmental Education (EE). The school director and teachers also involved with OSMOSE for EE adult awareness events in the village.

More over 2 teachers has been selected and trained in EE to hold the EE classes at PK primary school at the final year of the project and also after the completion of the project with funds support from OSMOSE.

- The village chief of PK and the village security guard team:
OSMOSE collaborates with the village chief and his village security guard team in promoting EE adult awareness through EE events in term of improving and minimizing environmental impact in their village.
- The Prek Toal conservation team (rangers):
OSMOSE partners with local ranger team to arrange the schedule for outdoor classes and to educate the EE children about natural resources management such as flooded forest, water birds, and conservation project etc...
- The Commune Council of Koh Chiveang:
OSMOSE collaborated with the Commune Council in pushing villagers and local stakeholders to support and involve in EE protection and participation in EE adult awareness events.
- The Prek Toal Core Area Management Center (PCMC):
A formal agreement to partner with OSMOSE for EE to arrange schedule for rangers to join EE outdoor activities (bird watching & flora studies)
- The Department of Education, Youth and Sports (DoEYS) in Battambang province:
A formal agreement with OSMOSE to support EE project by pushing public school directors and teachers for a good collaboration with OSMOSE EE project staff.

2. Summarize the overall results/impact of your project

From July 2014, after EE project of OSMOSE has been resumed in PK, thanks to CEPF/ IUCN for their funds supported to this importance project. Since then it has gradually grown into a fully established project offering daily EE classes at OSMOSE Platform, at the public school (2016-2018) and other activities to almost 200 students in PK floating village (student list 2018).

The result of the 4 years EE project implementation in PK floating village (July 2014- July 2018) was very positive, the children of the village have gained and improved a lot about environmental awareness or knowledge which are the key objectives of EE project. Moreover, those children would be a very good example for other villagers to follow them in term of minimizing environmental impact in the village to improve their living condition in the near future.

The EE classes are especially adapted to the environment of the Tonle Sap Lake and are conducted indoor classes and outdoors classes by trained local educators as well as the trained local teachers of the public school. The main objective of the project is to raise a generation of guardians who are fully aware of the importance and diversity of the unique environment and natural resources.

During outdoor classes are doing the activities 'Flora study', 'Fauna Study - bird watching and conservation program' and 'Waste collection'. The EE materials for outdoor classes including the EE posters (flora and fauna) and the bird books (Cambodian Bird book and Prek Toal bird book) etc... For indoor classes, which are held on both the public school and the OSMOSE platform, a curriculum that was initially (in 2002) developed by a group of four organizations (OSMOSE, MLUP Baitong, FAO and Save Cambodia's Wildlife) with funds from FAO, and re-edited (in 2007) with funds from UNDP / TSCP. The manual has been officially approved and signed by the Ministry of Education, Youth and Sport (MoEYS). The EE flipchart was also used during the indoor classes.

Furthermore the program has facilitated adult awareness through special community events, trainings in collaborations with the public school in PK and the local authority.

As part of the importance tasks to archiving the goal of the EE project in PK, the two (2) formal agreements between OSMOSE and 2 other organizations (DoEYS in Battambang province and PCMC) has been signed by all parties during the project period. The formal agreements allowed us to gained well collaboration and integration project in the last 2 years of the EE implementation.

EE teaching materials has been also updated and reprinted during the project period, these include (EE posters and outdoor activity books etc...). Moreover OSMOSE has also worked with Sipar NGO to publish a brand new book about the bird species of Prek Toal- Tonle Sap Lake. This new book was very useful for the EE project and we have also used it to teach the children about the bird and its conservation program in Prek Toal.

The integration of the EE classes into the school official hour in PK has allowed the increase in number of the EE students. In overall, there were a total number of 195 students involved in the EE project as listed in the last updated 'student list 2018'. There were 220 indoor classes for outstanding students plus 133 indoor classes for public school students. There were 78 outdoor classes have been held in Peak Kantiel floating village for the period of 21 months from 01st of November 2016 until 31st of July 2018 (there were no classes at the first 3 months of the project periods as it was time for the preparation phases, from 01st of August to 31st of October 2016).

The integration of the 2 projects, OSMOSE Eco-tourism and Environmental awareness program was also very successful of EE program, as resulted, we succeed to organized some ecotourism groups to PK village during the project period as part of the EE awareness and for extra benefit to the community members:

- Group from EWB Australia (AU), 2 groups in 2016 (1 group of 14 students and another group of 20 students)
- Bridge Water State University (USA), 2 groups (1 group in 2016, 9 students) and another group in 2018, 7 students)
- SCOUTS GUIDES- DE FRANCE (France), 2 groups (1 group in 2017, 14 students) and another (group in 2018, 6 students)
- Some more individual groups were also organized through Ecotourism project to PK site as the stream/ channel called " Prek Pream Derm Cheur" there were more birds to see compare to other places in Prek Toal, we name this tour " Community Tour" which always includes the visit and participated in EE program with EE students in Peak Kantiel

There were 3 EE project staff has been trained in EE and they were be able to work closely with the community members on the environmental awareness and conservation of the bird species. Moreover, all the 4 local teachers of the public school in PK has been trained in EE and 2 of them has been selected to teach EE in public school under the monitoring of OSMOSE local EE educators.

There were 2 environmental awareness events for adults and EE children were done with a good collaboration from all partners and stakeholders:

- Tree replantation Day in PK village
- Study visit to Angkor Centre for the Conservation of Biodiversity (ACCB) at Kbal Spean mountain in Siem Reap

The evaluations of the EE project were carrying out from 29- 31 July 2018 and the result was very positive after the interviewing of the 30 example families in PK. Base on the evaluation, the villagers were now understand better about the EE and the protection of the bird species in Prek Tola Ramsar Site.

3. Briefly describe actual progress towards the overall project goal (as stated in the small grant contract)

Description of the overall project goal (as stated in the small grant contract)	Summary of actual progress towards this goal
Threats to the biodiversity of the Prek Toal Ramsar Site of the Tonle Sap Great Lake are reduced, as a result of increased awareness of environmental issues and conservation legislation among the population of Peak Kantiel Floating Village	<p>The environmental issues awareness and conservation legislation among the population of PK village has increased after 2 years of the EE project implantation based on the family interviewing (evaluation done in the village among the 30 example families) which shown that most of the families said that there were very happy to see the EE project is running and educate to their young children on the importance of the natural resources of Tonle Sap as well as the bird species in Prek Toal and the importance of the conversation in their community.</p> <p>As a results, the threats to the biodiversity of the Prek Toal Ramsar Site of the Tonle Sap Lake are reduced because the EE project has been implemented very well at the project site under the involvement of the children (the future bird guards), the local authority, local villagers especially with the strong commitment of EE staff in PK floating village which leads the reduction of threats to the biodiversity of the Prek Toal Ramsar Site (deforestation, illegal fishing and bird poaching are reduced). This would be the future expectation of increasing in the population of the water birds in Prek Toal.</p>

4. Describe the success or challenges of the project toward achieving its overall goal

Based on the result from the EE project implementation in PK village for the period of 2 years, there were some key successes of the project toward achieving its overall goal as describe below:

- Integration:** the integration of EE classes into the school official hours were very success, there were more students learned about EE and the public school teachers also get trained in EE to taken over the EE classes in the years 2 of the project in PK and in the future. Moreover the linking of EE project with the conservation program of Prek Toal bird species (worked with local rangers from PCMC) and OSMOSE Ecotourism project in term of management, implementation and beneficiaries through a consistent approach and positive message highlighting the inter-connection of development through income from ecotourism and environmental education project for raising awareness, appreciation and understanding about their environment among children of the PK village (community approach to the conservation).
- Collaboration:** with a collaborative effort of all the main partners including the village-based partners (school director, teachers, rangers, village chief and village security guard) as well as other institutional partners (the commune council, PCMC and MoEYS in Battambang province),

the EE project staff and all partners carried out the EE classes every well and of course the result of the project with great achievement.

- **Participation:** with energetic participation among all the stakeholders such as local authority, local rangers, local school directors, local teachers and especially the villagers, the EE project ran smoothly with great achievement (the more participation from the villagers, the more success of the EE project).
- **Team spirit and commitment:** with trust, honesty and transparency, the team of OSMOSE get along together very well among the director, manager and local team. They were very good communication together and very well anticipation on their work plans (team work made work light), moreover the commitment of EE staff at the project site is also part of the success, their personal commitment to the EE project, respect for the environment and caring for the poor were very valuable action-reflection approach for the empowerment of beneficiaries of the OSMOSE program especially EE project in PK and Ecotourism which were only 2 years integrated projects at PK, just during the project implementation period.

However, came along with success points, there were some challenges of the project toward achieving its overall goal such as:

- **New management of PCMC:** after the Ministry of Environment (MoE) transferred the whole management of the PCMC to Department of Environment of Batambang, there were some difficulty for our team to work with the new directors of PCMC but it was not really affected to the EE project as mostly the local team deal directly with local rangers and they were get along together very well for most of the trips for EE outdoor classes. After several times of changes of the new directors at PCMC, luckily the latest director was very nice guy and he really like the EE project in PK and he agreed to sign the formal agreement which made the two organizations worked together with more efficiency and get great result.
- **Longer school vacation:** as PK village is based on the Tonle Sap Lake and as most of the local teachers are from upland, so during the school vacation in September, they often started their new school academic year late around 1 month, compare to the school at upland. The normal new academic year start on 01st of October but the school in PK starting in November every year. The late started of PK school was also affected to EE work plan, so we did not able to run the number of EE classes as planed but finally we made it happened up to 90% because OSMOSE EE staff conducted more classes for EE outstanding students at OSMOSE Platform during the school vacation which was the only possible solution for this matter.
- **Natural restriction:** unexpected conditions from the bad weather (rain and storm), difficult access to the project site and bird sanctuary (in the dry season) and change in water level of the lake (too low in April- May and too high October- November) etc....
As the project site is at the floating village, so the natural restriction usually occurs seasonally which really affected to the EE project implementation during those period because sometime it was difficult to travel from head office to the project site and sometime difficult to implementing both activities (indoor and outdoor classes). How over our team tried their best to maximum archived the EE activities reached to 90% of the work plan.

5. Were there any unexpected impacts (positive or negative)?

Unexpected, OSMOSE was contacted from Sipar NGO for a formal partnership to produce a book about the bird species of Prek Toal- Tonle Sap Lake, this partnership came to the agreement signed in late 2016 which allowed EE project to have used this brand new bird book in 2017 to teach the EE children as

one of the tools to make even more easy for the teachers and students when they were on EE outdoor classes (bird watching).

Beside that we were also contact for partnership with Wave for Water (W4W) NGO for the water filter project, it was the first test of the filters distribution in late 2016 (5 filters), the W4W is now be able to raise for funding to up to 200 water filters (now in France) for the community in PK which going to shipping to Siem Reap very soon, then OSMOSE will contribute those filters to the villagers in PK.

Moreover, the idea to integrate of EE and Ecotourism was also unplanned and after we decided to join these projects, the result was very positive while the environmental awareness was very much increasing under the result of this project integration.

PART II: Project Objectives and Activities/Deliverables

6. Objectives (as stated in the small grant contract)

Objective 1: The necessary physical infrastructure, human resources, agreements, and resources are in place for the delivery and integration of Environmental Education (EE) classes into the official teaching hours of the Peak Kantiel (PK) village public school.		
Activity description	Deliverable(s)	Summary of actual progress/results for this activity
Activity 1.1 Carry out a workshop on EE implementation in PK, and introduce the plan to integrate the EE Project into the PK primary school.	The Workshop on Environmental Education Project in Peak Kantiel Floating Village was organized on August 31, 2016. - Workshop report - Workshop pictures	The executive director and manager travel to the project site one day in advance (on August 30, 2016) to prepare the workshop. Together with our 3 local staff, we have schedule the workshop from 08am on August 31, 2016 but it was not a good day with the weather as it was hard rain from early morning until 09am. Finally we conducted the workshop at 10am until 12:00pm. There were around 30 participants joined the workshop and it was good opportunity for OSMOSE to sharing the achievement of the EE project in the past years and understand that the community members happy to see OSMOSE continuing EE project in their village.
Activity 1.2: Provide additional training to OSMOSE EE educators in order to improve their ability to carry the classes in the public school.	24 capacity building trainings have been held at Peak Kantiel floating village (the project site) from August 2016 until July 2018.	The trainer is the project manager, he was on his mission once every month to PK village for the meeting to follow up the EE activities and work plan of local staff and then he was also conducted additional training to OSMOSE EE educators.
Activity 1.3: Update, design, and print additional EE tools and products including EE Posters (flora and fauna of Tonle Sap) and new activity books for outdoor classes.	- 500 EE posters printed (fauna of Tonle Sap) has been updated and printed - 200 new activity books (fauna study and waste collection) for outdoor classes has been printed	The director and manger worked on the update of the poster and new activities book and then we reprint once for the posters but for the activities books, the manger print them once every 6 months.
Activity 1.4: Review agreement between OSMOSE and	Agreement between OSMOSE and Battambang Province Department of Education Youth	The agreement between DoEYS and OSMOSE has been discussed to revised and agreed together to signed on 21 Dec 2015.

Battambang Province Department of Education Youth and Sport (DoEYS), and make an official agreement with Prek Toal Core Area Management Centre.	and Sports (DoEYS) has been signed on 21 Dec 2015. Agreement between OSMOSE and PCMC signed on March 02, 2018.	There were some difficulties at the beginning to get sign the agreement between OSMOSE and PCMC after the big change in structure of the site management from national level to provincial level but finally we succeed to have this agreement signed on March 02, 2018.
Activity 1.5: Install environmental posters, EE pictures, and other decorations in the PK village public school.	EE Posters and other decorations including the drawing papers of EE students has been Installed and replaced every 3 months in the public school, from November 2016 until July 2018.	EE educators collaborated with public school teachers to installed and replaced EE posters and other decorations including the drawing papers of the EE students every 3 months.
Activity 1.6: Purchase a new engine for the EE motorboat, for the outdoor classes.	Purchased of new Engine for EE boat	EE boat with New engine has been used for the outdoor classes.

Objective 2: At least 200 children have increased awareness regarding local environmental issues and the importance of biodiversity.		
Activity description	Deliverable(s)	Summary of actual progress/results for this activity
Activity 2.1: Establish 8 EE classes for public school students (8-14 year-olds).	8 EE classes has been established for public school students (8-14 years old)	The EE educators and public school teachers worked together for the student enrolment and then they divided students into 8 difference classes. This work done once every year when the new academic year start (in October).
Activity 2.2: Organize 8 indoor classes per month for public school students.	133 EE Classes delivered for the period of 21 months from November 2016 to July 2018.	EE educators and school directors set up their schedule to allowed 8 EE classes for each month, except the school vacation in September.
Activity 2.3: Establish EE classes for selected outstanding students at the OSMOSE EE Platform.	8 EE classes are also established for outstanding students to hold the EE classes at OSMOSE platform	Based on the result from their study from the previous years, EE educators and public school teachers selected 60 outstanding students to join extra EE classes at OSMOSE platform.
Activity 2.4: Organize indoor classes for outstanding students.	220 Classes delivered for the period of 21 months from November 2016 to July 2018.	EE educators and school directors set up their schedule to allow an average of 9 EE classes for each month.

Objective 3: The entire adult community of PK (including the public school teachers) have increased awareness of local environmental issues and the importance of biodiversity.		
Activity description	Deliverable(s)	Summary of actual progress/results for this activity
Activity 3.1: Hire local women to paddle children from their homes to the OSMOSE EE	- Contract signed - 220 trips for the period of 21 months from November 2016 to July 2018.	After the meeting and selected the 2 women to work for EE project in PK, the contract has been signed and they paddled to collect the students to OSMOSE platform for EE classes in the average of 10 trips every month.

Platform, for classes.		
Activity 3.2: Disseminate wildlife protection laws to local people through the "Bird Guardians", by organizing 4 outdoor activities each month with a local ranger, EE educators, and public school teachers.	78 outdoors activities organized for the period of 21 months from November 2016 to July 2018.	The trip was organized in collaboration between the local rangers and EE educators and public school teachers. There were 4 trips every months of the outdoor classes were organized. At every trip, the EE educators and driver pick the students up from their home for briefing of the program before the trip start. At the bird sanctuary, the students interview with the local rangers who help to conduct kind of lesson on the conservation to the children.
Activity 3.3: Interview the teachers and principal of PK public school in order to evaluate the result of the integration of EE classes into school hours, and see which teachers are interested in joining the EE project.	Evaluation completed. Results captured in evaluation report.	The meeting with public school teachers and director was organized to evaluation the result of the EE project integration with school program. Based on the result of the interview among the teachers and director, they were very happy to joined the project with OSMOSE and all of them interest to join the training on EE even they know that only 2 of them was selected to join the EE project as part of their new mission to teach EE in their own school to get extra salary from OSMOSE.
Activity 3.4: Select and train two committed PK teachers in the necessary skills to teach EE classes in their own schools.	Two teachers trained.	After the training, the 2 selected teachers teach EE in the public school with the ongoing training, supervising and monitoring from OSMOSE EE educators.
Activity 3.5: Organize adult awareness-raising events in PK, linked to World Environmental Day, and World Migratory Bird Day.	World Environmental Day event organized. World Migratory Bird Day event organized.	- To celebrate the World Environmental Day, the OSMOSE staff, local villagers, rangers and local authority organized a local event under the name "Tree planting in my village", the event done on July 06, 2017 and there were over 50 participant joined this local event. - To celebrate the World Migratory Bird Day, the OSMOSE staff, some villagers and EE students, together organized a study visit to Angkor Center for Conservation of Biodiversity (ACCB) at Kbal Spean on June 29, 2018. This was very good trip for the exchange of the conservation and Environmental Education project between the 2 organizations (OSMOSE and ACCB).
Activity 3.6: Conduct a survey to evaluate the impact of this project on the knowledge and attitudes of the local people, particularly on their awareness of biodiversity conservation legislation.	Survey conducted. Results captured in survey report.	The team of 4 OSMOSE staff (manger, EE educators and boat driver on their mission to conducted the evaluation of the EE project at PK on 29-31 July 2018. There were 30 example families interviewed and the result of the interview based on the report was very positive and we get to know that the knowledge of the villagers in EE was improving after the project complete.

7. Please describe and submit any tools, products, or methodologies that resulted from this project or contributed to the results.

Normally, EE educators were basically based on EE manual & EE flash cards, EE posters (Flora and Fauna of Tonle Sap Lake), bird book (Cambodian bird book), EE flipcharts and outdoor activity books (fauna and flora books) for their teaching on both EE indoor classes and EE outdoor activities.

As result from the project OSMOSE able to updated and reprinted of 500 fauna posters plus 200 of outdoor activity books and moreover, part of the project implementation during the project period, OSMOSE succeed to partner with Sipar NGO to publish new bird book of Prek Toal (300 copies) for outdoor classes.

Based on their usual methodologies, the EE educators based on the “Environmental Life skills Content Manual” and “Environmental Life skills Teaching Manual” for them to use as a guideline and the EE educators always prepared their lesson plan before teaching EE students through various teaching techniques depending on each EE lessons. However, monthly capacity building training for EE educators and teachers still plays a very important role to strengthen their teaching performance for a better improvement.

PART III: Lessons, Sustainability, Safeguards and Financing

Lessons Learned

8. 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:

- *Project Design Process (aspects of the project design that contributed to its success/shortcomings)*
 - *Project Implementation (aspects of the project execution that contributed to its success/shortcomings)*
 - *Describe any other lessons learned relevant to the conservation community*
-
- The extending of the school vacation (1 month longer) made our team could not done all the number of EE classes as planed but to adapted on this situation, EE team provided more classes at OSMOSE platform during the school vacation.
 - At the beginning of the project, we scheduled our paddlers to rotated 1 paddler at each class but it took too much time (over 1 hour) to collect the children, so we adapted to use 2 of them at each class to minimize the pickup time for students collection.
 - The plan to have a meeting with school director and teachers to interview and select 2 of them to join the training in EE teaching skill has been delayed due to the extension of the school vacation until November 2017 (one months longer than usual)
 - The work with local rangers for outdoor classes, at the beginning we only inform the rangers by phone 1 day before the trip but as sometime the network coverage at PK village was not so easy to contact each other, so we’ve adjust the plan to EE educators to made fix schedule for the rangers one month 4 trips and the plan was organize together during the monthly meeting at the end of each month.
 - The development of the training and capacity building for EE educators and local teachers was given by our Project Manager on the main topics of the trainings as following:
 - Activities planning
 - Lesson planning

- Teaching technique
- Class monitoring and evaluation
- Team work
- The use of EE tools and products (EE manual & flashcards, EE flipcharts, EE posters and bird books etc.....)
- Moreover, the EE educators and local teachers were asked to attend the OSMOSE Ecotourism Guide Practical Training in Prek Toal Ramsar Site and Peak Kantiel village in order to learn more about flooded forest, bird identification and the conservation etc...

Sustainability / Replication

9. Summarize the success or challenges in ensuring the project will be sustained or replicated, including any unplanned activities that are likely to result in increased sustainability or replicability.

The integration of the EE classes into the school official hours was the most success which helps OSMOSE to reach a maximum number of children of the village (almost 200 students). This mean more children gained knowledge in EE and they would becoming the messengers to distribute EE awareness to the whole community, especially adult low education which mostly hard to give direct lesson but it was better to show them through messages of EE by their children from the community.

The projects integration (EE and ecotourism), with great result to show the community of PK not only the messages of EE awareness through the visitors but also generate their extra income for their community base ecotourism services such as paddle boat tour (to see the village and collect the waste), cooking and home stay etc.... So they well understand that the environment around their community including the birds are the main attract for tourists which brought them extra income, so they willing to preserve them.

As planned, the 2 local teachers has been trained in EE and already taught EE in their own school with sufficient support/ monitoring from OSMOSE EE educators, so in the near future they would become more independence and familiar with the EE project and then the cost of the project would be lower for OSMOSE which will make the EE project in PK still running even though we will not get more funds support from CEPF/ IUCN because we can use the internal funds proceed from Ecotourism project to cover the sufficient cost of the payment to local teachers who providing 2 hours of EE classes every week and every classes at the public school.

Safeguards

10. If not listed as a separate Project Component and described above, summarize the implementation of any required action related to social or environmental safeguards that your project may have triggered.

Not Applicable - no safeguards were triggered by this project.

Additional Funding

11. Provide details of any additional funding that supported this project and any funding secured for the project, organization, or the region, as a result of CEPF investment

- a. Total additional funding (US\$): 9, 400

b. Type of funding

Please provide a breakdown of additional funding (counterpart funding and in-kind) by source, categorizing each contribution into one of the following categories:

Donor	Type of Funding*	Amount	Notes
OSMOSE	A	9,400 US\$	In-Kind contributions of OSMOSE to support the direct costs of this project

* Categorize the type of funding as:

- A *Project Co-Financing (other donors or your organization contribute to the direct costs of this 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 funded project)*
- C *Regional/Portfolio Leveraging (other donors make large investments in a region because of CEPF investment or successes related to this project)*

Additional Comments/Recommendations

12. Use this space to provide any further comments or recommendations in relation to your project or CEPF.

NONE

PART IV: Impact at Portfolio and Global Level

CEPF requires that each grantee report on impact at the end of the project. The purpose of this report is to collect data that will contribute to CEPF’s portfolio and global indicators. CEPF will aggregate the data that you submit with data from other grantees, to determine the overall impact of CEPF investment. CEPF’s aggregated results will be reported on in our annual report and other communications materials.

Ensure that the information provided pertains to the entire project, from start date to project end date.

Contribution to Portfolio Indicators

13. If CEPF assigned one or more Portfolio Indicators to your project during the full proposal preparation phase, please list these below and report on the project’s contribution(s) to them.

Indicator	Narrative
N/A	

Contribution to Global Indicators

Please report on all Global Indicators (sections 14 to 21 below) that pertain to your project.

14. Key Biodiversity Area Management

Number of hectares of Key Biodiversity Areas (KBA) with improved management

Please report on the number of hectares in KBAs with improved management, as a result of CEPF investment. Examples of improved management include, but are not restricted to: increased patrolling, reduced intensity of snaring, invasive species eradication, reduced incidence of fire, and introduction of sustainable agricultural/fisheries practices. Do not record the entire area covered by the project - only record the number of hectares that have improved management.

If you have recorded part or all of a KBA as newly protected for the indicator entitled “protected areas” (section 17 below), and you have also improved its management, you should record the relevant number of hectares for both this indicator and the “protected areas” indicator.

Name of KBA	# of Hectares with strengthened management *	Is the KBA Not protected, Partially protected or Fully protected? Please select one: NP/PP/FP
N/A		

* Do not count the same hectares more than once. For example, if 500 hectares were improved due to implementation of a fire management regime in the first year, and 200 of these same 500 hectares were improved due to invasive species removal in the second year, the total number of hectares with improved management would be 500.

15. Protected Areas

Number of hectares of protected areas created and/or expanded

Report on the number of hectares of protected areas that have been created or expanded as a result of CEPF investment.

Name of PA*	Country(s)	# of Hectares	Year of legal declaration or expansion	Longitude**	Latitude**
N/A					

* If possible please provide a shape file of the protected area to CEPF.

** Indicate the latitude and longitude of the center of the site, to the extent possible, or send a map or shapefile to CEPF. Give geographic coordinates in decimal degrees; latitudes in the Southern Hemisphere and longitudes in the Western Hemisphere should be denoted with a minus sign (example: Latitude 38.123456 Longitude: -77.123456).

16. Production landscape

Please report on the number of hectares of production landscapes with strengthened biodiversity management, as a result of CEPF investment. A production landscape is defined as a landscape where agriculture, forestry or natural product exploitation occurs. Production landscapes may include KBAs, and therefore hectares counted under the indicator entitled “KBA Management” may also be counted

here. Examples of interventions include: best practices and guidelines implemented, incentive schemes introduced, sites/products certified and sustainable harvesting regulations introduced.

Number of hectares of production landscapes with strengthened biodiversity management.

Name of Production Landscape*	# of Hectares**	Latitude***	Longitude***	Description of Intervention
N/A				

* If the production landscape does not have a name, provide a brief descriptive name for the landscape.

**Do not count the same hectares more than once. For example, if 500 hectares were strengthened due to certification in the first year, and 200 of these same 500 hectares were strengthened due to new harvesting regulations in the second year, the total number of hectares strengthened to date would be 500.

*** Indicate the latitude and longitude of the center of the site, to the extent possible, or send a map or shapefile to CEPF. Give geographic coordinates in decimal degrees; latitudes in the Southern Hemisphere and longitudes in the Western Hemisphere should be denoted with a minus sign (example: Latitude 38.123456 Longitude: -77.123456).

17. Beneficiaries

CEPF wants to record two types of benefits that are likely to be received by individuals: formal training and increased income. Please report on the number of men and women that have benefited from formal training (such as financial management, beekeeping, horticulture) and/or increased income (such as tourism, agriculture, medicinal plant harvest/production, fisheries, handicraft production) as a result of CEPF investment. Please provide results since the start of your project to project completion.

17a. Number of men and women benefitting from formal training.

# of men benefitting from formal training*	# of women benefitting from formal training*
9 (7 village security guard plus 2 local teachers)	2 (2 women paddlers)

*Please do not count the same person more than once. For example, if 5 men benefited from training in beekeeping, and 3 of these also benefited from training in project management, the total number of men who benefited should be 5.

17b. Number of men and women benefitting from increased income.

# of men benefitting from increased income*	# of women benefitting from increased income*
2 (1 educator and 1 boat driver)	1 (educator)

**Please do not count the same person more than once. For example, if 5 men benefited from increased income due to tourism, and 3 of these also benefited from increased income due to handicrafts, the total number of men who benefited should be 5.*

17c. Total number of beneficiaries - Combined

Report on the total number of women and the number of men that have benefited from formal training and increased income since the start of your project to project completion.

Total # of men benefiting*	Total # of women benefiting*
11	3

**Do not count the same person more than once. For example, if Paul was trained in financial management and he also benefited from tourism income, the total number of people benefiting from the project should be 1 = Paul.*

18. Benefits to Communities

CEPF wants to record the benefits received by communities, which can differ to those received by individuals because the benefits are available to a group. CEPF also wants to record, to the extent possible, the number of people within each community who are benefiting. Please report on the characteristics of the communities, the type of benefits that have been received during the project, and the number of men/boys and women/girls from these communities that have benefited, as a result of CEPF investment. If exact numbers are not known, please provide an estimate.

18a. Please provide information for all communities that have benefited from project start to project completion.

Name of Community	Community Characteristics (mark with x)						Type of Benefit (mark with x)								# of Beneficiaries			
	Subsistence economy	Small landowners	Indigenous/ ethnic peoples	Pastoralists / nomadic peoples	Recent migrants	Urban communities	Other*	Increased access to clean water	Increased food security	Increased access to energy	Increased access to public services (e.g. health care, education)	Increased resilience to climate change	Improved land tenure	Improved recognition of traditional knowledge	Improved representation and decision-making in governance forums/structures	Improved access to ecosystem services	# of men and boys benefiting	# of women and girls benefiting
Peak Kantiel Community	X		X				X				X					X	11 men and 99 boy students	3 women and 96 girl students

*If you marked "Other" to describe the community characteristic, please explain:

18b. Geolocation of each community

Indicate the latitude and longitude of the center of the community, to the extent possible, or upload a map or shapefile. Give geographic coordinates in decimal degrees; latitudes in the Southern Hemisphere and longitudes in the Western Hemisphere should be denoted with a minus sign (example: Latitude 38.123456 Longitude: -77.123456).

Name of Community	Latitude	Longitude
Peak Kantiel Community (<i>Tonle Sap Lake and Inundation Zone</i>)	“ Coordinates of longitude and latitude”, 12°53’N 104°04’E (World Geographical Dictionary On Cambodia)	

19. Policies, Laws and Regulations

Please report on change in the number of legally binding laws, regulations, and policies with conservation provisions that have been enacted or amended, as a result of CEPF investment. “Laws and regulations” pertain to official rules or orders, prescribed by authority. Any law, regulation, decree or order is eligible to be included. “Policies” that are adopted or pursued by a government, including a sector or faction of government, are eligible.

19a. Name, scope and topic of the policy, law or regulation

No.	Name of Law, Policy or Regulation	Scope (mark with x)			Topic(s) addressed (mark with x)														
		Local	National	Regional/International	Agriculture	Climate	Ecosystem Management	Education	Energy	Fisheries	Forestry	Mining and Quarrying	Planning/Zoning	Pollution	Protected Areas	Species Protection	Tourism	Transportation	Wildlife Trade
1																			
2																			
3																			

19b. For each law, policy or regulation listed above, please provide the requested information in accordance with its assigned number.

No.	Country(s)	Date enacted/ amended MM/DD/YYYY	Expected impact	Action that you performed to achieve this change
1				
2				
3				

20. Best Management Practices

Please describe any new management practices that your project has developed and tested as a result of CEPF investment, that have been proven to be successful. A best practice is a method or technique that has consistently shown results superior to those achieved with other means.

No.	Short title/ topic of the best management practice	Description of best management practice and its use during the project
1	Integration of EE Projects	Integration of EE classes into the public school official hours from the beginning to the end of the project period. The use of this technique in order to have EE classes in the same time as the general knowledge so the project could reach maximum students of the village Projects Integration of EE and Ecotourism which allow getting more EE awareness to adults and in the same time, the villages also get extra benefit from eco-tour as part of the benefit from their commitment to project their EE and water birds.

21. Networks & Partnerships

Please report on any new networks or partnerships between civil society groups and across to other sectors that you have established as a result of CEPF investment. Networks/partnerships should have some lasting benefit beyond immediate project implementation. Informal networks/partnerships are acceptable even if they do not have a Memorandum of Understanding or other type of validation. Examples of networks/partnerships include: an alliance of fisherfolk to promote sustainable fisheries practices, a network of environmental journalists, a partnership between one or more NGOs with one or more private sector partners to improve biodiversity management on private lands, a working group focusing on reptile conservation. Please do not use this tab to list the partners in your project, unless some or all of them are part of such a network / partnership described above.

No.	Name of Network/ Partnership	Year established	Country(s) covered	Purpose

Part V. 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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