



CEPF Final Project Completion Report

Organization Legal Name	Beihai Citizen Volunteer Association (BHCVA)
Project Title	Rural School Environment Protection Course by Trained College Volunteers in Beihai, Guangxi
CEPF Grant or Number	CEPF-092 (IUCN Ref.) / CEPF-110084 (CEPF Ref.)
Date of Report	March 23, 2020

CEPF Hotspot: Indo-Burma

Strategic Direction: 8

Grant Amount: US\$ 18,953

Project Dates: 1 July 2018 – 31 August 2019

PART I: Overview

1. Implementation Partners for this Project

(1) **Environmental group of Beihai College of Art and Design:** They carried out education outreach on introduction of mangrove at Toutang Primary School. They promoted environment protection to these young students, and encourage the parents to participant in environmental protection actively.

(2) **Youth Association, School of Ocean Information Engineering, Guilin University of Electronic Technology:** They carried out education outreach on recycling and beach cleaning. They showed banners/ posters to visitors, who can be active partners in recycling. They encouraged the visitors to spread the recycling concept to others.

(3) **'Red-cross environmental group', School of Ocean Information Engineering, Guilin University of Electronic Technology:** They carried out regular mangrove planting at Behai Binhai National Wetland Park. More than 200 mangrove seedlings were planted over 100 m².

(4) **Bird team, Youth Association, Beihai Vocational College:** They organized an outreach activity 'Love and Protect Birds'. It aims at removing bird nets at Guantouling and promoting wildlife protection with Beihai Forestry Department and Beihai Forestry Police.

(5) **‘Mangrove Lover’ team, Youth Association, School of Occupational Technology, Guilin University of Electronic Technology:** They held environmental education classes for students of Liangtang Primary School on 23 Oct, 14 Nov and 24 Dec 2018.

(6) **‘Red-cross environmental group’, School of Occupational Technology, Guilin University of Electronic Technology:** They held a ‘Green-life’ activity on old-clothes recycling. Old-clothes would be sorted, cleaned, packed and donated to people who need them. For those clothes that could not be reused, they would be turned into other cotton products.

2. Summarize the overall results/impact of your project

- (1) Organized a Beihai college environment protection group, which was formed by about 180 volunteers from 6 teams mentioned in previous section;
- (2) Produced 4 sets of powerpoint environmental education tools for village schools;
- (3) Planted more than 200 mangrove seedlings over 100 m² in Behai Binhai National Wetland Park.
- (4) Launched project promotion posts and video, with a hit rate over 3000;
- (5) Carried out more than 30 outreach activities; with over 2000 general public participated in and over 800 students in high schools and primary schools;
- (6) Provided and built a stable platform/ network among colleges/ universities on environmental education.

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
To accelerate environment protection education in rural primary schools as a result of the work of trained college students.	<p>The first step to achieve this goal was to train up college students in conducting environmental protection education and a total of 45 core members were trained in topics including capacity building on project operation and management, environmental education, community outreach and field trips.</p> <p>Tutors from BHCVA and various institutes were invited at the training camp/ course. Six core members were elected for managing the corresponding project activities.</p>
To improve the children’s understanding of their hometown and its ecosystem and environment through environmental education activities conducted by volunteers.	<p>Progress towards this goal was achieved by carrying out regular environmental classes and outreach activities to kids at rural primary school.</p> <p>Education outreach activities included field visits at mangrove, mangrove planting, waste & old clothes</p>

	recycling/ reuse, beach cleaning, marine garbage monitoring, flyer distribution, removing bird capturing net at Guantouling and organizing a wildlife photo exhibition for general public.
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4. Describe the success or challenges of the project toward achieving its overall goal

The project explored the process of supporting the growth of local environmental education forces through volunteer training and lecturer training. In 2018, we started to train college volunteers to carry out environmental education activities in various rural primary schools in Hepu County, Beihai City. By 2019, college student volunteers had successively carried out additional free environmental education activities in Hepu County and helped develop environmental education courses.

College volunteers spread their efforts throughout Beihai City and rural primary schools in Hepu County. They have played an important role in promoting environmental education in rural schools, and even curriculum reform and improvement in education quality. Many rural schools in Hepu County have now integrated environmental protection into their curriculum and linked it up with their hometown. The rural Liantang Primary School has only 4 classes, with about 30 students and 3 full-time teachers. Despite its small scale and poor condition, each class has a plant corner and a notice board introducing protection of mangroves. Its students often participate in related essay and painting activities.

Challenges faced included the need to change the Green Dream Camp from January 2019 to 1-3 March 2019 according to the change of school holiday; and students' opinion reflected that in the feedback questionnaires. Due to safety concern, we had discussions and agreement with the volunteer groups to change the camping activity in Green Dream Camp to in-door training plus a field visit.

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

There are two unexpected positive impacts:

1. Acceptance level/ reactions from general public were higher than expected to our education outreach activities.
2. The project has become the pioneer of environmental education in our project area. There were over 100 volunteers that participated in the environmental classes, educating primary school kids in Hepu County. Our platform and manpower network also facilitated local school teachers to sustain environmental education afterwards.

PART II: Project Objectives and Activities/Deliverables

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

Objective 1: Members of four college-based environmental protection volunteer groups have professional knowledge and experience in conducting environmental protection education.		
Activity description	Deliverable(s)	Summary of actual progress/results for this activity
<p>Activity 1.1 Organize a 1-day team capacity building event on program design, teamwork, management, and leadership.</p>	<p>Capacity building event organized, with at least 40 participants and 4 core team members.</p> <p>Results documented in short report.</p>	<p>The event was held on 23 September 2018. About 45 members from 6 environmental protection volunteer groups based in 4 colleges participated.</p> <p>Yurong FU shared a slide show and case studies in order to explain the project operation and management. Open ceremony, team building and experiences sharing have been carried out during the event. A total of 6 core members were elected for managing the project.</p>
<p>Activity 1.2 Organize a lecture and training event by an environmental protection specialist on conservation of birds, horseshoe crabs, water resources, mangroves, and on fieldwork.</p>	<p>Lecture and training event organized, with participation of about 180 volunteers from Beihai college environment protection groups (divided into 6 teams).</p>	<p>The event was held on 27 October 2018 with about 200 participants. Lectures and trainings were provided by invited guest, Dr. Xiuqiang Wong from the 4th Institute of Oceanography, State Oceanic Administration. Topics covered included conservation of birds, mangroves, beach cleaning, recycling/ reuse of old clothes, nature education and conservation of whales.</p>
<p>Activity 1.3 Organize a 1-day team training and experience-sharing conference on volunteer group progress, purpose, and desk-based exercises for the education course.</p>	<p>Conference organized, with at least 30 participants. Information generated and materials produced during the event included in a conference report, including desk-based exercises developed for the education course.</p>	<p>The event was held on 11 November 2018 with about 100 participants from 5 volunteer groups.</p> <p>Dr. Xiuqiang Wong from the 4th Institute of Oceanography, State Oceanic Administration, has shared the importance of leadership and communication in project management; the importance of team building in decision-making, and key points in operating different stages of a project.</p> <p>Case studies, Q&A section, and outdoor team building activities let the participants have a better understanding in project management, and how to apply relevant skills to the project.</p>
<p>Activity 1.4 Organize a 3-day Green Dream Camp at Nanning Ecosystem Base for</p>	<p>Camp organized, with 47 participants. Outputs documented in short report.</p>	<p>The Green Dream Camp was successfully held on 1-3 March 2019. About 40 participants were selected from more than 200 applicants.</p> <p>Camp activities in <u>Day 1</u> included opening ceremony,</p>

<p>key members of the college volunteer groups, to share experience and carry out field research.</p>		<p>welcoming speech, ice-breaker exercises and programme introduction.</p> <p>In <u>Day 2</u>, Dr. Xiuqiang Wong from the 4th Institute of Oceanography, State Oceanic Administration; Dr. Yang Peng from Ecological Dept., Xinfu (Beijing) Culture & Technology Ltd. and Mr. Songlin LI from Guangxi Qingyan Ecological Civilization Ltd. respectively gave talks on “world coffee (plantation) and team building”; “environmental management and lifestyle” and “working with heart”.</p> <p>On <u>Day 3</u>, a site visit was carried out in the morning at Institute of Oceanography, State Oceanic Administration. There was a discussion on environmental challenges faced in Beihai and any possible solutions.</p> <p>In the afternoon, Mo CHEN from Guangxi Academy of Sciences shared the code of conducts in whale watching, how to engage public in marine protection, and methods on investigating targeted environmental problems. Discussion ideas and solutions were summarized as project outlines in 2019, with further division of labor on implementing project details.</p>
<p>Objective 2: Students of rural primary schools are more knowledgeable about local plant and animal species, are proud of their communities, and influence the adults in their community to better protect the environment, as a result of environmental protection courses taught by trained college students.</p>		
<p>Activity 2.1 Ask members of college volunteer groups to complete questionnaires at the start and end of the project, to better understand their needs, and determine what they have gained as a result of the project.</p>	<p>Questionnaire completed by at least 150 volunteers.</p>	<p>Questionnaire completed by 160 volunteers between 15-23 September 2018 with a wrap up on 31 July 2019.</p>
<p>Activity 2.2 Each college volunteer group organizes (at least four times) environmental</p>	<p>Environmental protection education activities organized at least four times by each volunteer group.</p> <p>Results documented in</p>	<p>The “Mangrove Lover” volunteer group had started environmental education classes for students of Liangtang Primary School on 23 October, 14 November and 24 December 2018.</p> <p>On 15 November 2018, Volunteer group from Beihai</p>

<p>protection education activities in rural elementary schools.</p>	<p>activity reports, including dates, photos, descriptions, participants, etc.</p>	<p>College of Art and Design carried out education outreach on mangrove at Toutang Primary School. They hoped students would protect their environment since childhood and encourage their parents to actively participant in environmental protection.</p> <p>On 12 October 2018, two groups from Guilin University Of Electronic Technology carried out education outreach on recycling and beach cleaning for students of Beihai Special School.</p>
<p>Activity 2.3 Each college volunteer group organizes (at least two times) community-based environmental protection activities focused on birds, water resources, and horseshoe crabs.</p>	<p>Community-based environmental protection activities organized at least twice by each volunteer group. Results documented in activity reports, including dates, photos, descriptions, participants, etc.</p>	<p>On 5 August 2018, the 6 environmental protection volunteer groups co-organized a mangrove planting activity with University of Science and Technology Beijing and Behai Binhai National Wetland Park. About a hundred mangrove seedlings were planted over 100 m2.</p> <p>A beach cleaning activity was carried out on 15 September 2018. The 300 volunteers has cleaned 5km coastline with over 100kg garbage being collected. Flyers were distributed also among visitors.</p> <p>On 29 September 2018, volunteer group from Beihai Vocational College organized an activity of removing bird capturing net at Guantouling and promoting wildlife protection with Beihai Forestry Department and Beihai Forestry Police.</p> <p>On 24 November 2018, over 200 volunteers have collected 9 tons of old clothes at 6 communities. All of the clothes were either recycled or donated to people who needed it.</p> <p>About 30 volunteers from Guilin University of Electronic Technology carried out monitoring of marine garbage through sampling and collected different data on 29 July, 22 September and 25 November 2018.</p> <p>Volunteers from Beihai Vocational College held a bird protection photo exhibition with Behai Binhai National Wetland Park at Zhongshan Park on 30 December 2018. Photos of more than 100 bird species were displayed.</p> <p>An annual meeting was held on 2 June 2019 to complete and evaluate the project.</p>
<p>Activity 2.4 Each college volunteer group</p>	<p>Activities organized at least three times by each volunteer group. Results</p>	<p>Launched project promotion posts and videos of project activities, with a hit rate over 3000.</p>

organizes (at least three times) environmental protection activities such as beach cleaning, bird protection, and environmental protection.	documented in short video clips.	
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7. Please describe and submit any tools, products, or methodologies that resulted from this project or contributed to the results.

1. Capacity building event and case studies
2. Environmental protection education activities
3. Environmental classes in rural elementary schools
4. Case study sharing

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*

1. During project design process, we asked ourselves ‘what kind of environmental education is needed in rural areas?’ By combining local ecological resources and culture, and the fact that pollution and habitat degradation is spreading from urban to rural area, timely environmental education is needed to help building a new countryside town planning under socialism. This helps schools to review and revise their education curriculum.

It is not only good for curriculum reform and quality education, but also for schools to form characteristics and build brands.

2. During the implementation of the project, we assisted in the establishment of an education network and gather resources to promote environmental education among local villages.

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.

Suggested activities included:

1. Carry out “after-school classroom” environmental classes for students regularly on a monthly basis.
2. Initiate old clothes recycling quarterly in the city to promote ‘a green life’.
3. Trainings provided to principals of village schools ensured sustainability and replicability of our project. This helped improve quality of environmental education too.

Safeguards 保障

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.

N/A – This project did not trigger any environmental or social safeguards.

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\$) Nil

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
N/A			

* 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.

We hope more aspects of environmental protection activities can be supported by CEPF in the future.

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
Nil	

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
CHN28 Guangtoulung: Mangrove planting at Behai Binhai National Wetland Park.	100 m ²	PP

** 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
Behai Binhai National. Wetland Park	100 m ²	21.4833298	109.0999985	Mangrove planting

* 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 benefiting from formal training*	# of women benefiting from formal training*
80	120

**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 benefiting from increased income*	# of women benefiting from increased income*
5	8

**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*
85	128

**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

*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

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		
2		

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
1				
2				

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.

Please include your full contact details below:

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