

## The Rufford Small Grants Foundation

### Final Report

Congratulations on the completion of your project that was supported by The Rufford Small Grants Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. 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. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to [jane@rufford.org](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

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Grant Recipient Details	
<b>Your name</b>	Hani Nusantara
<b>Project title</b>	Increasing Awareness of Marine Biodiversity among Primary School Children and Teachers in Lombok, Indonesia – Stage 2
<b>RSG reference</b>	12458-2
<b>Reporting period</b>	Final Report
<b>Amount of grant</b>	£5990
<b>Your email address</b>	divaazka@yahoo.com
<b>Date of this report</b>	4 June 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
Improve teacher and university students' capacity in delivering marine education programme through teachers' workshop			√	There were 20 teachers and school principals from five different primary schools, representatives from Sub-District Technical Implementation Unit in Education and two teacher colleges' students signed up and join the series of workshop. The participants learnt about marine ecosystem and any issues related to it and how this information can be integrated into every subject. We did peer-teaching in the classroom to help teachers received feedback from their peer and how to improve their teaching method.
Revise the Laut Sahabat Kita book as an educational resource used by students			√	We have done consultation with teachers and teacher colleges' students about the revision. This revision included the integration each activities into the subjects, additional information about some issues that students might find in the coastal area. The part of revision also to improve workbook illustration to make students more joyful.
Continue raising awareness of marine biodiversity and conservation practices amongst primary school students by developing more marine education resources, linked to the curriculum			√	In addition of the workbook, we also develop some educational resources such as the story book about Laut Sahabat Kita (The Sea is Our Best Friend) and book about Ocean Games. This resources will match up with the workbook and can be use by teachers or facilitators.

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

#### **Time frame**

We had an initial meeting with teachers and representative of Sub-District Technical Implement Unit in Education before the programme began to give them clearly information about the programme. We asked for their inputs regarding the workshops' schedule and discuss what time it suited them.

The time should match up with their own schedule at the school. This is important because we do not want to make them have any problems. Afterwards, we were all agreed with the schedule. However, the programme started in the new academic year which was the same time when muslim has Ramadan (fasting month). District Education Office released the academic calendar that stated about school holidays. Besides national and religious holidays, teachers were assigned from the school to assist students who will compete at Students Olympic Competition. It clear that had made impact to workshop schedule.

Although not all, there were some dedicated teachers who proposed new schedules to substitute the old schedule. They had good commitment even though the workshop was held on Sunday.

### **The change of curriculum policy**

The Department of National Education released a new curriculum for formal education recently and only a number of schools over Indonesia were chosen for implementation at the first phase. Based on teachers' perception, this is not much different from existing curriculum but the new curriculum will impose the teachers to be more creative.

The teachers are worried to put into practice what they have learnt from the workshop. We need to encourage them that they have to be confidence and we are happy to do extra facilitation.

### **Natural Conditions**

There were schedule for field trip to give teachers opportunity to have hands-on experiences in some marine ecosystem. However, we had to take a break during wet season because the sea was very rough with heavy rain. We take this time to develop some new educational resources.

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

#### **Teachers will have a better understanding of marine biodiversity and conservation issues and a greater capacity to teach these issues effectively**

Prior the programme, we explored teachers' knowledge on marine ecosystems. The idea was to identify their needs and to make the programme more effective and efficient. We used various methods to determine their knowledge about the marine environment and its issues. We found out that there were a lot of misunderstandings about marine animals, plants and their habitat. This was important given that teachers will delivery the knowledge to the students and we wanted to make sure that they had proper information about marine ecosystem.

The purpose of the workshops was not only give the teacher the knowledge about the marne ecosystem itself but also how to connect the marine environmental issues to other elements of sustainability which includes social and economy. This is will increase their understanding and point of view about sustainable development.

Furthermore, from the discussion with the teachers and teacher colleges' students, teaching methods become another concern. Commonly, schools in rural or remote areas have limited access for the information and also the ability of teachers to teach. We undertake the initiative to alter the way their teaching by introducing some teaching methods which are easy to adopt. We facilitate teachers to try to improve their teaching skills by providing examples and practices in peer-teaching session.

**Primary school students will have greater awareness of marine biodiversity and conservation issues**

We try to use a multi-disciplinary approach which means the development of learning will be based on knowledge, values, awareness, attitudes and skills. This will help students understand about the environment and they want to act for the environment.

By combining classroom activities and learning outside the classroom, students have greater opportunities to see, hear, touch and smell the environment. And bringing their knowledge allows them to take action. Simple action such as beach cleanup, planting mangrove trees will make impact not only for them but also their friends and family.

**There will be more suitable and effective marine education resources (linked to curriculum) available to primary schools**

Due to limited access of marine environmental education resources at schools, we develop educational resources that are easy to use by teachers or anyone who is interested to teach about marine environmental education in schools. The resources consist the awareness book of Laut Sahabat Kia and Ocean Games book. These books are designed carefully to make sure that the content are linked to the curriculum standard.

**There will be a greater community's members who are able to contribute to marine education**

During the project, there is involvement from stakeholders and members of community. Local Marine Conservation Area Office support us by providing their place for meetings and workshops. Some resource person from Local Marine Conservation Area Office staff presented about the conservation area and how it works.

Fisherman allowed us using their boat and we pay for their boat. They also took us to some interesting sites such as the area where the coral reef were damaged due to destructive fishing practices and some snorkeling points that usually visited by tourists.

It showed that stakeholders and community took part in this programme and their support had good impact both to JARI and schools.

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

We promote our local partner to friends and colleagues about their local knowledge on marine ecosystem and some of our colleagues interest to working together and helping in their research.

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

Yes. We realise that education is very important to increase children's understanding about marine ecosystem and its issues. Furthermore, by educating young children it means we invest them with good values, behaviour and attitudes toward the environment. We not only give knowledge but make sure children are able to decide to act.

We already developed some good educational resources and we need to disseminate to reach more schools and coastal communities

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

I will do some talks with other schools and presenting this work in some conferences.

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

Although the duration plan (proposal) was 9 months, this project period was 12 months (signed agreement), starting in May 2013. Some challenges were schedules and natural conditions. However, we were able to manage the schedule.

**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
Transportation	£ 1788	£ 1788		
Meeting and workshop	£ 1626	£ 1626		
Educational materials	£ 2700	£ 2700		
Snorkeling instructor fee	£ 338	£ 338	£ 38 (+)	The instructor was keen to contribute small amount of his fee to this programme
Banner, stationary and t-shirt	£ 720	£ 745	£ 25 (-)	Printing cost was increased
Office	£ 169	£ 169		
<b>TOTAL</b>	£ 5990	£ 6003		

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

The five schools that were involved in this programme have setup a school working group where teachers can share their ideas and experiences in delivering marine education programme in their classroom. We would like to strengthen the network and how this group will share their experiences through teachers' meetings and workshops.

The five schools will implement the Laut Sahabat Kita program in next academic year and we still do some facilitation and monitoring to assist them if they find any difficulties

**10. Did you use the RSGF logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?**

All materials produce in this project have the RSGF logo.

**11. Any other comments?**

I would like express my appreciaton to The Rufford Smal Grants Foundation for supporting this project. Your funds was incredibly helpful and allowed us to achieve our goal. I hope it will continue in the future.