

# Teacher Training for a Sustainable Environment and Biodiversity Conservation in Nakai District

20—24 February 2017



April 2017

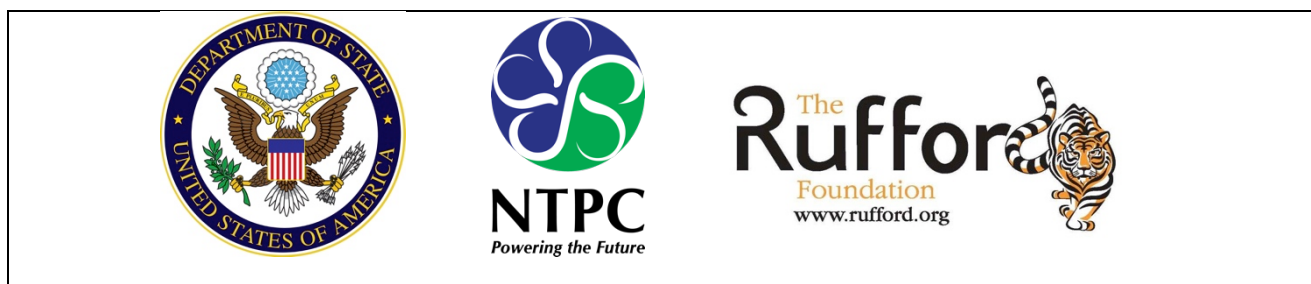
# Teacher Training for a Sustainable Environment and Biodiversity Conservation in Nakai District

20—24 February 2017

A partnership between:



Funded by:



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## Introduction

Providing essential education services to remote communities in Laos is an ongoing challenge. Pedagogical resources and the experience and skill to plan lessons are limited in remote schools. Literacy rates in rural villages without road access in Khammouane Province average 67.4% with a 18% difference between gender (58.3% for Females and 76.5% for Males).

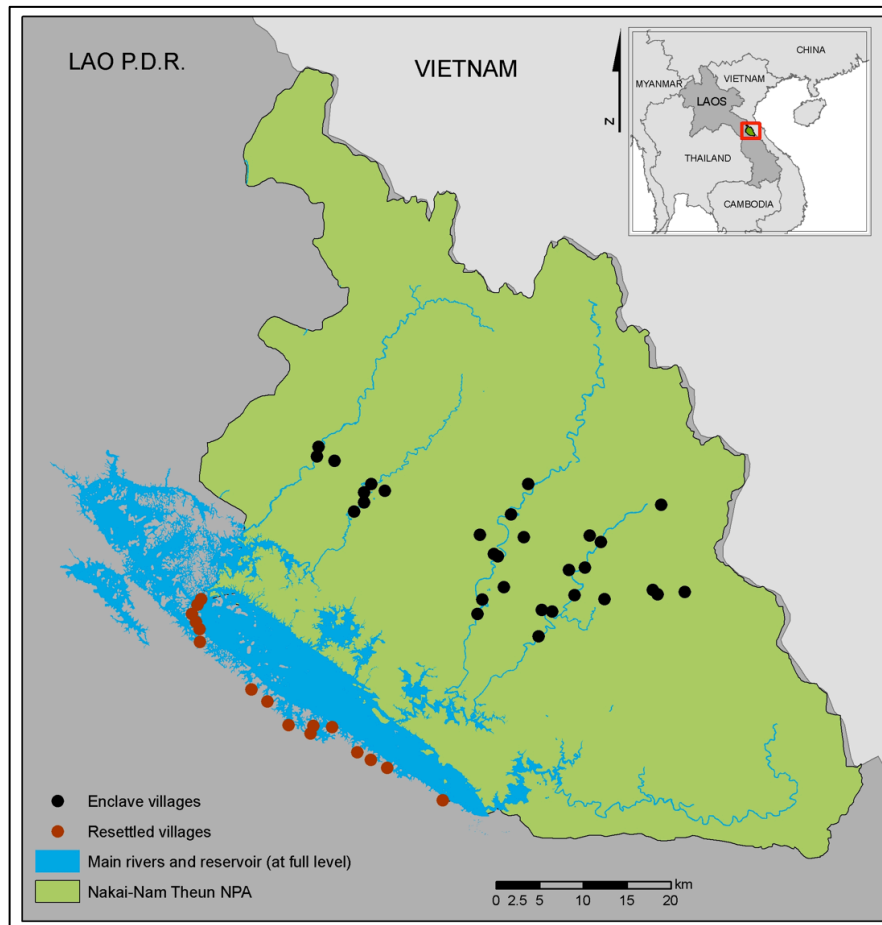
Teachers are often deployed after completing the minimum training requirements of 2 years in Teacher Training College without sufficient follow-up pedagogical support. The structure of the national curriculum does not support easy adaption to educational needs of local populations; particularly in an education environment such as Nakai district. Without further professional development support, teachers struggle to adapt their teaching approaches to address to their students' unique learning needs.

We believe that learning by playing and creating can have significant impacts on the learner, especially when teaching complex and important concepts such as environment and biodiversity issues.

We partnered with several NGOs to implement a 4-day workshop, which included lectures but mostly hands-on learning activities and group discussions. This teacher training was conducted in Nakai District in Laos, just outside the Nakai-Nam Theun National Protected Area (NNT NPA). Waste and pollution are a major issue in the region and across the county and biodiversity is under great threat of extinction due to illegal and unsustainable harvest for the illegal wildlife trade and recreational hunting.

With this project we aimed to train teachers and educators to teach children about environmental sustainability practices and biodiversity conservation through art, play, literacy and creativity and then apply these techniques in their classrooms from primary schools to high school students. Techniques and lessons taught aim to increase environmental awareness and stewardship, encourage critical thinking, and develop responsible citizens starting with the youngest in society by actively involving them in the design and implementation of environmental art and Green School activities.





**Figure 1:** Location of villages that were involved in this project (additional villages from Boulapha District also were involved in the project)

## Aims

The workshop was designed to positively impact local communities, wildlife and ecosystems, build passion and compassion for wildlife and support the development of a group of young educators who are enthusiastic about creating a literacy-rich environment, engaging the next generation in local wildlife conservation and growing biophilia.

Our team aimed to:

- Deliver appropriate messages about environmental issues, the local wildlife's global and regional status and ecology, the links between ecosystem protection and human sustainable livelihood through teaching local educators fun and pedagogical activities, presentations and games that can then be delivered to their students
- Increase the ability and confidence of teachers to deliver environmental themed curriculum.
- Train teachers and open a dialogue on how to integrate environmental education activities in their curriculum
- Inform and empower teachers to act for the protection of the ecosystem
- Increased knowledge about national laws about hunting regulations
- Increased knowledge about the importance of local wildlife including status and ecology
- Empower teachers and build local pride for the protection of the local wildlife

## Outputs and deliverables

- A **four-day workshop** from 20<sup>th</sup> to 24<sup>th</sup> February 2017 was held in Nakai with 91 teachers and 4 District Education Staff participating from each of the 24 schools in NNT NPA, 21 schools of resettled villages outside the protected area and from three schools from Boulapha District (Table 1; Figure 1; APPENDIX I).
- The **training curriculum and activities were developed and delivered in collaboration with a team of different organisations** including Project Anoulak, Creative Literacy Laos, Stone Lion Puppet Theatre, Project Central, GIZ's Promotion of Climate-related Environmental Education (ProCEED), National University of Laos Social and Environmental Education and Development (NUoL SEED), Nam Theun Power Company (NTPC) and Happy Nakai, Ministry of Natural Resources and Environment (MONRE) and the Nam Theun 2 Watershed Management and Protection Authority (WMPA)
- All activities were **delivered in the Lao language** and implemented by a team of Lao educators (Lao language is used in all schools, even for ethnic minorities).
- Several **group discussions** took place during the workshop around different themes. Support was given from the Nakai District Education Office for teachers to be creative and integrate activities and techniques learnt into their regular curricula
- A **celebration festival** was held in the centre of the village for all members of the community and local schools to attend. During the festival, all workshop-participating teachers formed 6 groups to lead their own art activities around a nature/environmental protection theme.
- A **puppet show** created specifically for this workshop featuring key species from the region was premiered during the workshop and presented to the community during the festival
- Participants each received an **animal T-shirt**. Participants were given **prizes** (Project Anoulak bags, books) as incentives during games. Each participant was given a **Certificate of Completion** on the last day. Stationery and other material used during the workshop was left behind to deliver to schools.
- During the activities, videos and pictures were recorded. **1-2 short videos** are in the editing process and will be distributed to all teachers and village chiefs from the participating schools
- A **training booklet** including lesson plans for teachers and educators will be prepared in the coming months and distributed to teachers and educators in the District and other areas in Laos

**Table 1:** Summary description of trainees' attendance to the workshop

<b>Position</b>	<b>Area</b>	<b>Number</b>	<b>Remark</b>
Education district staff	Nakai District	4	
School teachers from 16 resettlement villages	Nakai District (resettled villages)	21	Including 2 Oudomsouk primary schools, lower-upper secondary school. These villages were resettled in 2007 after the construction of the Nam Theun 2 Hydroelectric Dam
School teachers from 24 enclave villages	3 village clusters upstream of Nam Theun (enclave villages of the Nakai-Nam Theun National Protected Area)	48	Including teachers from 3 secondary schools and 21 primary schools
School teachers from Boualapha District	Boualapha District	6	Invited by <i>Proceed</i>
Happy Nakai volunteers (youth from resettled villages)	Nakai District (resettled villages)	16	<i>Happy Nakai</i> is a community development project from NTPC to empower the youth of Nakai District by providing vocational training and encourage volunteering to serve the whole community
	<b>Total</b>	<b>95</b>	Not including trainers, project coordinators and facilitators/translators

## Activities

Art is a universal way to teach about the environment. Learning takes place in a fun, creative atmosphere where students are creating their own artwork they can share with others, and in doing so teach them about the environment.

The workshop consisted of Green Schools environmental education lessons on topics related to Keeping a Clean Environment for People and Wildlife: littering, gardening, composting, and clean water. All of these topics have benefits for student learning, growing food, and creating and protecting habitat for human health and wildlife.

The 4-day workshop consisted of exploring ways to teach about nature and environment protection through art. Each day had an overall theme:

- 1. Sustainable School**
- 2. Clean Water and The Environment**
- 3. Biodiversity**
- 4. Teaching and Curriculum**
- 5. Community Festival**

Some key activities included:

### Trash to puppet

Participants were split in several groups. Each group was given a bag of clean recyclable trash of plastic and paper (collected at the recycling land field of Nakai District) and had to create their own puppet with the material provided.

**Objective:** Create games with trashed materials found around the community. Discuss the impact of trash on the environment.





## Build your own mini-puppet theatre

Participants were each given the material necessary to create their own mini puppet theatre and create their own story around a nature/environment issue in their community.

**Objective:** Deliver a message about complex and important environmental issues in a fun and pedagogical way, using art.





## Bug Bingo

Bingo game with bug species

**Objective:** Adapt existing games to biodiversity/nature/environmental topics. Learn about the biodiversity of insect around us.



## Scavenger hunt

Participants were split into groups. Each group was given a list of colours, textures, shapes etc. to collect from the environment during a 'scavenger hunt' outdoors.

**Objective:** Look at the things we found in nature in a different way. Appreciate the diversity of colours, textures, shapes etc. found in nature.





## Water management and turtle puppet

Participants were each given the necessary material to create their own puppet turtle and were asked to colour it with felt pens. They then sprayed water on top of the colours.

**Objective:** learning art principles of colour blending. Discuss and learn about water pollution





## Make your own spokes puppet

Participants were each given the necessary materials to create their own puppet with moveable mouth and arms.

**Objective:** Create your own puppet with material easy to find and use the puppet as a means to deliver a message about complex and important environmental issues in a fun and pedagogical way, using art!





## Drawing animals

Participants were asked to draw birds after a discussion about the diverse morphology of bird species in nature.

**Objective:** Learning about the biology of species using art.





## Create your own art/game project

Participants were split into groups. Each group had to create their own game and/or art project that they would like to implement in their school.

**Objective:** Apply the lessons learnt during the workshop by a creating a game or art project that they feel confident to deliver in their classroom, using material available to them.



## Reflections

Participants were each given a small piece of mirror and small white card. They were asked to draw a part of themselves onto the card by looking into the mirror and write behind the card their wish for the world.

**Objective:** Through self-reflection and art, think about what we wish for the world and how we each, as one person, can be part of making a change in the world.





## Board game learning session about waste management and biodiversity

(Activity delivered by *Proceed*)

Participants were split into groups and given a set of board game cards with images that they needed to put into the right order.

**EACH SCHOOL FROM ENCLAVE VILLAGES WAS GIVEN A SET OF THE GAME**

**Objective:** Discuss and understand the cause and effect chains related to ecosystem services and cause and effect chains related to waste in the environment.





## Web of life game

(Activity delivered by *Proceed*)

Participants were split into groups and given a set of animal and plant cards. Each participant in the group took one card and represented the animal/plant on his/her card. Each participant had to explore how his/her animal or plant was connected to others in the group. Connections between each animal and plant were represented using wool threads held between them. Then the group discussed what would happen if some of the animals or plants disappeared from the ecosystem, visibly breaking the thread between those that were connected.

**EACH SCHOOL FROM ENCLAVE VILLAGES WAS GIVEN A SET OF THE GAME**

**Objective:** Discuss and understand how every single animal, plant and other aspects of the environment (water, rocks, soil etc.) are connected and make a healthy ecosystem.





## Healthy Ecosystem poster

(Activity delivered by *Proceed*)

Participants were split into groups. Groups gathered in front of a poster showing a healthy vs. non-healthy ecosystem. Discussion and explanation about what makes healthy ecosystems.

**Objective:** Discuss and understand what makes a healthy ecosystem and how to keep ecosystems healthy



## Memory cards game

(Activity delivered by *Proceed*)

Participants were split into groups and given a set of memory cards featuring animals to play the game.

**EACH SCHOOL FROM ENCLAVE VILLAGES WAS GIVEN A SET OF THE GAME**

**Objective:** Learning about the biodiversity of Laos wildlife in a fun way.





## Wildlife conservation storybook

(Activity delivered by *Proceed*)

Participants were all given to keep a storybook in Lao language called “*My friend the little Sambar*” (*kouang noy peuan hak khong khoy*) exploring several topics of wildlife conservation issues in Laos.

**Objective:** Discuss the importance of books and story telling to pass on messages about complex and important issues about the environment and biodiversity protection.



## Puppet Show

A puppet show created by StoneLion Puppet Theatre specifically for this workshop was premiered during the workshop and again presented during the community festival. The puppet show featured some key threatened species of the region such as the Red-shanked Douc, the Sunda Pangolin, the Irrawaddy Dolphin or the Annamite Striped Rabbit.

**Objective:** Foster feelings of empathy, connection and love towards wildlife and the environment in the community through a non-verbal puppet show







## Group Discussions

Several group discussions took place over the workshop to discuss about several topics including:

- *What are environmental education issues in Laos?*
- *How does art play a role in Laos?*
- *What is our role in shaping lessons? Create a lesson plan.*
- *How can we effectively teach change?*
- *How to implement ideas?*
- *How to integrate environmental education into the curriculum?*

Participants presented summaries of small peer group discussions to the wider teaching community.

A guided group discussion then enabled teachers to discuss ways their techniques, strategies or solutions could be integrated back into their teaching and school curricula.

District Education Office staff were key participants in the workshop, enabling a dialogue to open between Education Office officials and teachers. Nakai District Education Office was very positive about teachers using their creativity and initiative to adapt techniques and activities learnt during the workshop into their curricula and integrate more teaching on environmental issues throughout all subjects.





## Community Festival

A celebration festival was held in the centre of the village for all members of the community and local schools to attend. At least 400 students attended. During the festival, all workshop-participating teachers formed 6 groups to lead their own art activities around a nature/environmental protection theme.









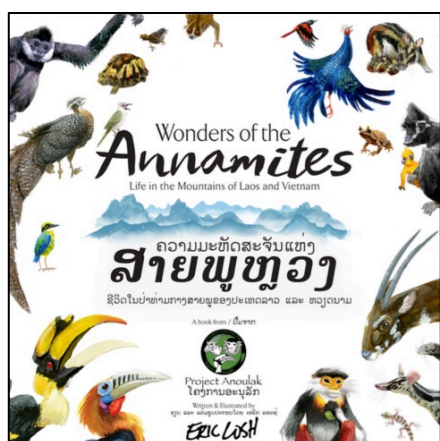


## Lessons Learnt and Recommendations

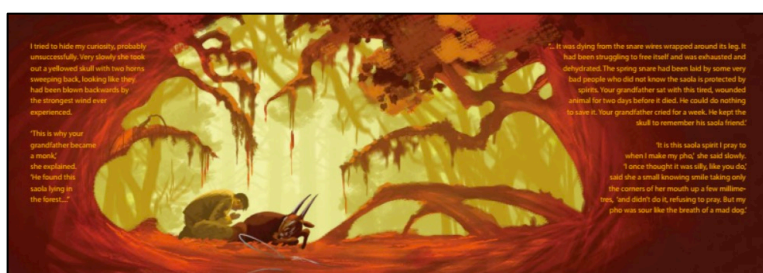
- The teacher training workshop was an extremely positive event for the community and all of those involved. We believe that training teachers rather than conducting activities for students only is a much more sustainable approach in the long-term.
- Bringing together teachers from about 50 different villages was a very positive experience for the teachers themselves as it was a great opportunity for them to meet colleagues and share their experience
- Teachers were engaged, receptive, creative and willing to apply what they have learned and adapt their curriculum to have regular environmental education sessions in their classroom.
  - **Recommendation:** In order to keep the teachers engaged, we feel very important to organize follow up projects including:
    - i. Production of a training booklet;
    - ii. Train a team of local educators to conduct regular visits to villages and provide refresher training to teachers;
    - iii. Initiate at target schools a long-term school-based green school project to follow up on (e.g. school garden; tree planting)
    - iv. Distribute teaching material and training on material management
    - v. Disseminate storybooks related to biodiversity and environment protection
- Teachers express lack of the most basic materials for teaching (e.g. stationery) especially for art projects
  - **Recommendation:** all education projects that follow should systematically include the distribution of teaching material and training on how to manage these materials
- Teachers and local team expressed the difficulty to have access to the material used during the workshop. Teachers often do not have a budget or the opportunity to purchase and transport art supplies.
  - **Recommendation:** adapt activities and lessons to the material found and available locally to teachers; specifically, maximize the use of natural materials;
- Throughout feedback discussions with teachers, Nakai District Education Officials and the team, comments were generally very positive and requesting more trainings or events like this to be delivered in Nakai or surrounding districts.
  - **Recommendation:** Provide regular environmental education training to ensure peer teaching groups continue to grow in confidence and ability and are empowered to be the ambassadors of environmental and biodiversity protection among their community.
- The final community festival was a great success with over 400 students from local schools and other members of the community. This was a positive reinforcement and practice exercise for all the participants of the workshop and allowed the trainers to evaluate the skills learnt by participants during the workshop.

## Next Steps

- **Training booklet:** Because of the lack of teaching resources existing in the country and especially so in the field of environment and nature conservation. We decided to create a training booklet, which will be distributed to all attendees. This will make them more confident to independently implement some of the activities learnt during the workshop in their classroom. In producing such a unique booklet we also hope that it will be used throughout the country by several other projects.
- **Short video:** During the workshop, professional videos, interviews and photographs were taken and will be put together into a promotional edited film to present the project and its impact. The video will be shared to project partners.
- **Children's book production and dissemination:** Realizing the immense lack of educational resources and especially those about the environment or the biodiversity in the region, Project Anoulak is making one of its missions to produce new books, stories and other interactive educational resources to educate the young generation about the environment and nature conservation. As part of this project, Project Anoulak will launch two books in 2017 created in collaboration with artists and writers:
  - *Wonders of the Annamites* (English/Lao and English/Vietnamese edition)
  - *Spirit of the Saola* (Lao and Vietnamese edition)



**Wonders of the Annamites**  
© 2017 Project Anoulak & Eric Losh



**Spirit of the Saola**  
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In addition, we will fund the printing of other biodiversity books in Lao language created by partners.

- **School libraries management training:** Our partner Creative Literacy Laos (CLL) has been setting up school libraries in all schools of the 31 enclave villages inside the protected area. CLL plans in future project to provide training to all schools and teachers on how to manage libraries to ensure their sustainability.
- **Biodiversity conservation & Environmental Education Ambassadors:** In future follow up projects, we will be working with youth from resettled villages from outside the protected area, providing them with training to visit schools in the Nakai District and act as environmental education Ambassadors by providing refresher training and encouragement to school teachers.



## Financial Report

**NOTE: this reports the expenses of the workshop under the USA State Dpt grant; see other notes below** (\*1 USD = 8000 LAK)

No.	Item	Amount Spent (LAK)	Amount in Budget Plan (LAK)	Amount in Budget Plan (USD)*	Balance (LAK)	Balance (USD)
1	Per diem	32,050,000	33,350,000	\$4,168.75	1,300,000	\$162.50
2	Transport	7,020,000	7,460,000	\$932.50	440,000	\$55.00
3	Accommodation	4,650,000	1,520,000	\$190.00	-3,130,000	-\$391.25
4	Materials	7,282,000	7,360,000	\$920.00	78,000	\$9.75
5	Food and Cooking Equipment	9,421,000	9,480,000	\$1,185.00	59,000	\$7.38
<b>TOTAL</b>		<b>60,423,000</b>	<b>59,170,000</b>	<b>\$7,396.25</b>	<b>-1,253,000</b>	<b>-\$156.63</b>
*Adjusted total with Exchange Rate of 8,150 LAK to 1 USD at time of USD transfer by Stone Lion Puppet Theatre Company to Creative Literacy Laos			<b>60,423,000</b>	<b>\$7,414.00</b>	<b>0.00</b>	<b>\$0.00</b>

### Budget Notes

2 Transport Budget not including return transport for trainers Vientiane - Nakai (2,700,000 LAK) contributed by **Project Anoulak** (Rufford Foundation grant)

4 Materials Budget not including T-Shirts, Bags and Books (>9,000,000 LAK) contributed by **Project Anoulak** (Rufford Foundation grant)

4 Materials Budget including USD300 contributed by **Creative Literacy Laos**

**PROCEED** covered all expenses for the participants from Boualapha District and for their trainers team

**NTPC** covered all expenses for the participants from resettlement villages and the team of facilitators from NTPC and SEED

## APPENDIX I: List of trainees

	Name in Lao	Name in English	Gender
1	ທ່ານນາງ ແພງສີ ສຸກວິໄສ	Pengxee Soukvilay	F
2	ທ່ານນາງ ສຸພາພອນ ແສງສຸລິຍາ	Souphaphon Sengsouliya	F
3	ທ່ານນາງ ວຽງແກ້ວ ແສງອາລຸນ	Viengkeo Sengaloun	F
4	ທ່ານນາງ ຄຳພູວັນ ນັດລາຕີ	Khampouvanh Natlatee	F
5	ທ່ານນາງ ພູຄຳ ສີຄຸນະລາດ	Phoukham Seekhounalaat	F
6	ທ່ານນາງ ພັນທິລາ ສີຫາວົງ	Phanteelaa Sihaavong	F
7	ທ່ານນາງ ບຸນຖັນ ສົງສະຫວັນ	Bounthan Songsavanh	F
8	ທ່ານນາງ ຂັນຕີ ແສງທອງດີ	Khantee Sengthongdee	F
9	ທ່ານນາງ ເສີດ ເກດຫຼຸມພົນ	Set Kethoumphon	F
10	ທ່ານນາງ ຈິດຕາ ທິບພະຈັນ	Jittaa Tiphachanh	F
11	ທ່ານນາງ ເທວັນ ບຸນດາລາ	Tevanh Boundalaa	F
12	ທ່ານນາງ ຮຽງ ບົວພັນແນດ	Hiang Bouanphanet	F
13	ທ່ານນາງ ບຸນໂຮມ ສົມບົວວັນ	Bounhom Sombouanvanh	F
14	ທ່ານນາງ ຄົມ ໄຊຍະວົງ	Khom Saynyavong	F
15	ທ່ານນາງ ສົມພັນ ທິພູວັນ	Somphanh Tiphouvanh	F
16	ທ່ານນາງ ວຽງວິໄລ ກົມມະດີ	Viangvilay Kommadee	F
17	ທ່ານນາງ ແອ້ ໄຊຍະສອນ	Aeh Saynyason	F
18	ທ່ານນາງ ກ້ອນມຸກດາ ມະນີກິດ	Konmoukdaa Maneekot	F
19	ທ່ານນາງ ບົວວັນ ບຸນແກ້ວ	Bouavanh Bounkeo	F
20	ທ່ານນາງ ລັດດາວັນ ສີສະເກດ	Latdavanh Sisaket	F
21	ທ່ານນາງ ສົມສະຫວັນ ແກ້ວວົງກິດ	Somthavonh Keovongkot	F
22	ທ່ານນາງ ຈອນ ພອນມະນີຈັນ	Chon Phonmanichanh	F
23	ທ່ານນາງ ດາລີ້ ວົງທິກຸນ	Dalee Vongtikoun	F
24	ທ່ານນາງ ຍອດລັກ ຫຼ້າລິດ	Nyotlak Laalit	F
25	ທ່ານນາງ ຫວານຕາ ໄຊສະນະສີ	Vanthaa Saysamasee	F



	Name in Lao	Name in English	Gender
26	ທ່ານນາງ ສີດາ ແກ້ວມະນີ	Sidaa Keomanee	F
27	ທ່ານນາງ ແກ້ວສຸວັນ ປ່ຽງມາລາ	Keosouvanh Phiangmalaa	F
28	ທ່ານນາງ ພິມພາ ເດລາຊາ	Phimphaa Daelasaa	F
29	ທ່ານນາງ ລັດດາ ພິມມະຈັກ	Latdaa Phommajak	F
30	ທ່ານນາງ ສີຈັນ ແສງທອງດີ	Seechan Sengthongdee	F
31	ທ່ານນາງ ອ່ອນສີ ແສງທອງດີ	Onsee Sengthongdee	F
32	ທ່ານນາງ ສາຍສະໝອນ ດຶງອາລຸນ	Saysamon Deungaloun	F
33	ທ່ານນາງ ຈ່ອຍ	Joy	F
34	ທ່ານນາງ ພູເງິນ ສີຍາວົງ	Phougneun Sinyavong	F
35	ທ່ານນາງ ດວງມາລາ ໄຊຍະເດດ	Douangmala Saynyadet	F
36	ທ່ານນາງ ໂບຍ	Buoy	F
37	ທ່ານນາງ ແສງດາວ ວໍລະລຸນ	Sengdao Volaloun	F
38	ທ່ານນາງ ໄດ ທອງສອນ	Dai Thongsongh	F
39	ທ່ານນາງ ວິໄລລັກ	Vilaylak	F
40	ທ່ານນາງ ຈັນທະລາ	Chanthala	F
41	ທ່ານນາງ ເຕ້ຍ	Tiah	F
42	ທ່ານນາງ ແຫຼ້	Laeh	F
43	ທ່ານນາງ ອຸໄທ ອຸ່ນວັນດີ	Outhai Ounvandee	F
44	ທ່ານນາງ ບຸນໂຮມ ສັງບົວວັນ	Bounhom Sangbouavanh	F
45	ທ່ານນາງ ອະນຸລັກ ສິນຸວົງ	Anoulak Sinouvong	F
46	ທ່ານ ວົງເດືອນ ວໍລະລຸນ	Vongdeuanh Volaloun	M
47	ທ່ານ ວາດສະໜາ ສຸລິວົງ	Vatsanaa Soulivong	M
48	ທ່ານ ສົມພູ ສວນລາວັນ	Somphou Souanlavanh	M
49	ທ່ານ ອຸໄທ ອຸ່ນວັນດີ	Outhai Ounvandee	M
50	ທ່ານ ສຸພາພອນ ແສງອາລຸນ	Souphaphon Sengsouliya	M
51	ທ່ານ ຄຳຜອງ ຈັນທະວົງສາ	Khamfong Chanthavongsaa	M
52	ທ່ານ ບຸນໂຈມ ສຸນທະລາ	Bounchom Sounthalaa	M

	Name in Lao	Name in English	Gender
53	ທ່ານ ນິຄົມ ກອງດວງດີ	Nikhom Kongdouangdee	M
54	ທ່ານ ອິນ ນໍລະມົນຕີ	Onh Nolamontee	M
55	ທ່ານ ບຸນຍໍ ໄຊຍະວົງ	Bounnyoh Saynyavong	M
56	ທ່ານ ຊຣາໄຊ ສຸນທະລາ	Sahasay Sountalaa	M
57	ທ່ານ ເຈົ້າ ຈັນທະວົງ	Chao Chanthavong	M
58	ທ່ານ ປານີ	Phanee	M
59	ທ່ານ ວັນ ໄຊຍະເມກ	Vanh Saynyamek	M
60	ທ່ານ ແກ້ວຂຽວ ອິນທະວົງ	Keokhiao Inthavong	M
61	ທ່ານ ຈຳລອງ ກອງສົມບັດ	Chamlong Kongsombath	M
62	ທ່ານ ບຸນແພງ ໄຊຍະວົງ	Bounpheng Saynyavong	M
63	ທ່ານ ເຄນສາຍ ພົມມະລິນ	Khensay Phommalin	M
64	ທ່ານ ບຸນມີ ສຸນທະວີ	Bounmee Sounthavee	M
65	ທ່ານ ໝັ້ນ ໄຊຍະຈັກ	Manh Saynyajak	M
66	ທ່ານ ອອນອຸມາ ສີອຳໄຟ	Onoumaa Seeamfay	M
67	ທ່ານ ອຸດົມສັກ ລິດທິກອນ	Oudomsak Litteekon	M
68	ທ່ານ ອັງກິ ວົງພະຈັນ	Angkee Vongphachanh	M
69	ທ່ານ ຕຸນີ ປານີວົງ	Tounee Phaneevong	M
70	ທ່ານ ສະເຫຼີມສັກ ພົມມະສອນ	Saleumsak Phimmasonh	M
71	ທ່ານ ຄຳພອນ ບຸນຍະປ່ຽນ	Khamphonh Bounnyapianh	M
72	ທ່ານ ທາ ສິນທະລາ	Thaa Sonthalaa	M
73	ທ່ານ ກໍລະກັນ ຄຳນວນຕາ	Kolakan Khamnouantaa	M
74	ທ່ານ ພອນ ອິນທະວົງ	Phon Inthavong	M
75	ທ່ານ ກົງລະຄອນ ທິບພະຈັນ	Konglakhon Tiphachanh	M
76	ທ່ານ ຄຳຮຸ່ງ ຈິດປັນຍາ	Khamhong Chitpanya	M
77	ທ່ານ ວັນທອງ ພົມພັກດີ	Vanthong Phompakdee	M
78	ທ່ານ ດຽງ ສອນມະນີ	Tiang Sonmanee	M
79	ທ່ານ ຄຳໄຫຼ ກົງດີ	Khamlay Kongtee	M



	Name in Lao	Name in English	Gender
80	ທ່ານ ສຸບິນ ມະນີວົງ	Soubin Malivong	M
81	ທ່ານ ເມືອງ ທິບພະຈັນ	Muang Tiphachanh	M
82	ທ່ານ ອານຸສອນ ແກ້ວວົງສາ	Anousonh Keovongsaa	M
83	ທ່ານ ດາວ ຈັນທະມິໄຊ	Dao Chanthamisay	M
84	ທ່ານ ບຸນຈອມ ສີສຸພັນ	Bounchom Sisouphanh	M
85	ທ່ານ ພູພານ ຜ່າຍສະໄໝ	Phouphanh Paisamay	M
86	ທ່ານ ຫວານ	Vanh	M
87	ທ່ານ ຄຳມາ	Khammaa	M
88	ທ່ານ ວິນ ໄຊຍະເມກ	Vonh Saynyamek	M
89	ທ່ານ ແກ້ວມະນີຈັນ ສຸລິວົງ	Keomanichanh Soulivong	M
90	ທ່ານ ກັນຍາ	Kannyaa	M
91	ທ່ານ ບຸນຍໍ ໄຊຜະວົງ	Bounnyoh Saytavong	M

## APPENDIX II: List of trainers and organizing team

Name	Role in Project	Affiliation
Camille Coudrat	Project Coordinator	Project Anoulak
Karlee Taylor	Project Coordinator	Creative Literacy Laos
Shari Wilson	Project Director, Green Schools Content Development and delivery	Project Central
Heather Lowenstein	Project Director, Artistic Director, Artist in Residence, Puppeteer, Art Activity Content Development and delivery	Stone Lion Puppet Theatre Company
Jonas Ewert	Laos Partner Led Activities Content Development and delivery	GIZ's Promotion of Climate-related Environmental Education (ProCEED)
Anoulak Sinovong	Laos Partner Led Activities delivery	ProCEED
Thanongsay Phakhounthong	Laos Partner Led Activities delivery	ProCEED
Somphong Saynamthaa	Laos Partner Led Activities delivery	ProCEED
Vixaty Phompanya	Translation and Facilitation	Project Anoulak
Souphalinh Soulinyavong	Translation and Facilitation	Nam Theun Power Company (NTPC) Environmental and Social Unit
Sakdaa Pasaveng	Translation and Facilitation	NTPC Environmental and Social Unit
Nittikhon Chanthaphouvong	Translation and Facilitation	NTPC Environmental and Social Unit
Bandith Ladpakdy	Translation and Facilitation	NTPC Livelihoods Development Unit
Sengvilayvanh Singthavikhoun	Translation and Facilitation	National University of Laos (NUoL) Social and Environmental Education and Development Team (SEED)
Linda Khammavong	Translation and Facilitation	SEED
Laksanyaa Baochanh	Translation and Facilitation	SEED



## APPENDIX III: Initial workshop schedule

NOTE: some activities were either moved or replaced by more adapted ones)

	Day One: Monday, 20 February	Day Two: Tuesday, 21 February	Day Three: Wednesday, 22 February	Day Four: Thursday, 23 February	Event: Friday, 24 February
THEME	Sustainable Schools	Clean Water and the Environment	Biodiversity	Teachers' Choice of Topics	Community Outreach Festival
830-900	Dignitary speeches - Government officials	Welcome back game - ice breaker	Welcome back game - ice breaker	Welcome back game	Forum for the Environment
900-930	Introductions - Introduce partners, teachers				Puppet show
	and purpose of workshops	Group discussion - Projects Learning Tree,	Art Activity based on Annamite book	Assemble mirror mobile	Art activities
1000-1045	Small group art activity - trash to puppets	Active examples		and butterfly puppet	Teacher-led games
	Hands-on art project				
1045-1200	Group discussion - What are the EE issues in Laos?	PROCEED	PROCEED	Open discussion on how to	Mirror mobile display
	Small group presentations and break out			implement ideas	Butterfly installation/parade
	Full group discussion and then separate into small				
	groups to suggest actions points				
1200-130	LUNCH - group lunch	LUNCH	LUNCH	LUNCH	
	LUNCH volunteer led	LUNCH	LUNCH	LUNCH	
130-200	Puppet show - "Reflections" presented by Stone Lion	Self-portrait - who can make change?	Butterfly painting Part II	Invite Ministry of Education	
200-230	Presentation: The role of art to deliver a message	Hands-on art project		present concepts for implementing plans	
230-330	Group Discussion - How does art play a role in Laos?	Group discussion/activity	How can we effectively teach change?	Create a spokes puppet	
		What is our role in shaping lessons? Create a lesson plan.		Write a bio for character	
330-400	Paint a butterfly wing Part I - creation of large puppet		(examples of green schools and gardens)	Preparation of the festival	
	and make their own pollinator puppets as examples				
	of how art can deliver a message				
400-430	Wrap up - daily evaluation	Wrap up	Wrap up	Closing ceremony/Certificates	

## APPENDIX IV: Picture selection































Thank You for your support!!!