

The Rufford Foundation

Final Report

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

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in word format and not PDF format or any other format. 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. Please note that the information may be edited for clarity. 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.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details	
Your name	Alerick Josué Pacay Barahona
Project title	Environmental educational program for teachers at the Guatemalan Caribbean as a key for conservation in rural areas.
RSG reference	RSG2-210172
Reporting period	February 2017 – October 2017
Amount of grant	£4989
Your email address	alerick.pacay@gmail.com / apacay@semillasdeloceano.com
Date of this report	October 6 th 2017

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
10 workshops for teachers/stakeholders that can be replicated with children and youth at schools or communities of the Guatemalan Caribbean.				10 workshops were distributed from March to October. The total amount of time was 32 hours.
20 teachers acquired the knowledge and at least three of them have more than 80% in their evaluations.				Only 15 of 20 teachers from Puerto Barrios and Livingston attended to all workshops (the other five who stopped attending didn't give us feedback or a specific reason). All of them got more than 80% in their evaluations.
5 stakeholders acquired the knowledge and at least three of them have more than 80% in their evaluations.				One person of the Education Ministry, one person of media and communication, one person of the National Council of Protected Areas and two people of the Ministry of Environment and Natural Resources. All of them got more than 80% in their evaluations.
5 partnerships were created during the project and are supporting teachers with their projects.				Alliances with partners: The National Council of Protected Areas, Education Ministry, Ministry of Environment and Natural Resources, The Military Land Reserve of Puerto Barrios and Universidad San Carlos de Guatemala. Teachers are also working as a group and now they have a Whatsapp group where they share experiences and ask for help when they need it.
Teachers and stakeholders acquire knowledge about the environment, nature, and current environmental problems.				From 1 to 10, where 1 means "Nothing was new" and ten means "Everything was new", <i>How much new knowledge did you acquire during the workshops?</i> - 63 % of the participants

			<p>answered "10"</p> <ul style="list-style-type: none"> - 11% of the participants answered "9" - 16% of the participants answered "8" - 10% of the participants answered "7" <p>From 1 to 10, where 1 means "Nothing" and ten means "Everything", How much of this new knowledge do you think you remember?</p> <ul style="list-style-type: none"> - 16 % of the participants answered "10" - 58% of the participants answered "8" - 21% of the participants answered "7" - 5% of the participants answered "6"
Participants report or show a change in their sensitivity to environmental issues that helps impact their attitudes and pro-environmental behaviors. Participants develop empathy and beliefs that foster an ethic of environmental responsibility.			<p>The post-perception questionnaire was given to teachers. This contained the same 20 perception questions that had the pre-questionnaire. Results show an average increase of positive perceptions towards the environment (Puerto Barrios and Livingston) of 3.75% (from 82.18 to 85.93). They all wanted to do conservation activities such as reforestation and beach cleanups.</p>
Participants gain verbal, mental or physical abilities needed to engage in desired behaviors.			<p>Through appreciative inquiry, an increase of the participants' skill was noticed. Teachers can detect environmental threats easily, including some threats that people don't usually notice (like killing some animals just for the fact that they saw in a movie or Facebook post that they were harmful for humans). Furthermore, observation of the group shows that the participants show willingness to work as a group and to form alliances to start new environmental projects. Also,</p>

			<p>participants' answers show that they perceive an increase of their skills.</p> <p>Did the program help you to work as a part of a team and to think more critically?</p> <ul style="list-style-type: none"> - 84% of the participants strongly agreed - 16% of the participants agreed <p>Did the program help you to identify environmental threats and find possible solutions for them?</p> <ul style="list-style-type: none"> - 89% of the participants strongly agreed - 11 % of the participants agreed
<p>Participants do things that benefit the environment, or that decrease human impact on the environment. (changing lifestyle habits, participation in restoration activities, environmental advocacy, taking other action to protect or improve the environment).</p>			<p>A list of pro-environmental activities was given to participants. They were asked to answer which of the activities they started doing/implementing as a consequence of the project and to mark in a scale on 1% to 100%, where 1% means "minimum" and 100% "Totally", how much did they think the level of this activities was.</p> <ul style="list-style-type: none"> - 79% of the teachers are doing forest restoration - 95% are doing environmental activities in their communities or schools - 100% are recycling - 58% are composting - 95% have reduced their single-use plastic consumption - 79% are doing environmental presentations at their communities or schools - 79% are talking to friends and relatives about environmental actions - 11% are doing environmental awareness through social media and cleanups <p>This shows that participants are doing pro-environmental activities thanks to the change of their</p>

				behaviour. Even though they still don't do it in a 100%, the numbers show that they are almost half of the way! This is promising, because if they keep doing this activities, more people will join them, and the impact will be grater!
Participants are satisfied with the project.				<p>During each workshop, a satisfaction evaluation was given to participants. As in the rest of the workshops, teachers show a high-satisfaction level being these levels:</p> <p>How satisfied do you feel about the workshop?</p> <ul style="list-style-type: none"> - 76% of the participants marked "Very Satisfied" - 24% of the participants marked "Satisfied" <p><i>How satisfied do you feel with the dynamics?</i></p> <ul style="list-style-type: none"> - 82% of the participants marked "Very Satisfied" - 18% of the participants marked "Satisfied" <p><i>How satisfied do you feel with the educational materials?</i></p> <ul style="list-style-type: none"> - 47% of the participants marked "Very Satisfied" - 47% of the participants marked "Satisfied" - 6% of the participant marked "neutral" <p>How satisfied are you with the educational program?</p> <ul style="list-style-type: none"> - 89% of the participants are "Very satisfied" - 11% of the participants are "Satisfied"

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled.

The only unforeseen difficulty was the beach clean-up activity, more specifically in Livingston. When we finished collecting the trash, we realised that there wasn't a recycling factory or a good place to put the trash in. We talked to the municipality of Puerto Barrios (who have a recycling company) and they took the trash so that it wouldn't come back to the ecosystems.

Some teachers separated plastic bottles and used them to create trashcans at their schools.

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

- Now we have a new generation of 20 educators that are empowered and willing to take environmental education and conservation activities within their school and/or community members.
- Replication activities reached more than 1000 people at schools and communities of Puerto Barrios and Livingston.
- The group of educators work together to implement different conservation actions. The Education Ministry will replicate the program with other teachers. The educators that attended our workshops will be the presenters and will teach the rest of their colleagues.

4. Briefly describe the involvement of local communities and how they have benefitted from the project.

Local communities have prepared teachers that are taking actions towards the environment that will benefit them. Teachers are replicating the acquired knowledge in schools and communities, implementing reforestations, community clean-ups and workshops to increase awareness in people.

5. Are there any plans to continue this work?

Definitely! We will try to get more funding to train more teachers at other communities of Guatemala too. Furthermore, now that we have created a group of educators and conservationist at the communities, we want to start a social service campaign (with locals, students and teachers) lead by them, which aims to implement conservation actions to tackle the main two threats at the protected area: deforestation and pollution.

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

Our project was shared through a final presentation where teachers presented their work to the audience. Media was invited to attend, where we had the opportunity to get interviewed by press and television news. If results of the project are good enough, we are planning to submit a scientific article to IZE Journal, which publishes education efforts and results worldwide.

7. Timescale: Over what period was The Rufford Foundation grant used? How does this compare to the anticipated or actual length of the project?

The Rufford Foundation grant was used between late February and October 2017. We were planning to start at the beginning of February but it was not possible due to

the money transfer. The planning process and preparation of materials started since we got notified, so this project was a 10-month program (Jan-Oct 2017).

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	1098	1068.67	29.33	
Food	1590.6	1579.12	11.48	
Lodging	425	421.77	3.23	
Materials for workshops	176.4	176.4	0	
Printer	370	370	0	
Projector	359	359	0	
Specialist's time	342	342	0	
Loss of money for bank transfer	216.3	216.3	0	
Prices	157.9	157.9	0	Prices category wasn't in the budget but after asking through an email, this was created. Money came out of some savings from materials, food, lodging and specialist's time payment.
T-shirts	253.93	253.93	0	T-shirt category wasn't in the budget but after asking through an email, this was created. Money came out of some savings from food and loss of money transfer.

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

The next important step is to encourage the trained educators to take more actions and to start getting more people involved through social service campaigns that allow all kinds of people to participate in.

This campaigns should address the identified main threats of the protected area, which are pollution and deforestation, as well as increase people's awareness so that they want to take actions towards the environment.

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

Yes! Rufford Foundation was in all our social media posts on Facebook and Instagram. Also, the logo was used for the T-shirts we made for the teachers.

During the press and television interviews we always mentioned Rufford Foundation as the organization that was giving us financial support.

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

- 1- **Alerick Pacay** – Project coordinator and educator. He was in charge of logistics and budget management. He created, with the help of the rest of the team, the topics and presentations of the workshops, as well as the evaluations for them. He was in charge of keeping in contact with teachers and sending updated to Rufford Foundation.
- 2- **Irene Franco Arenales** – She got involved in creating topics and presentations for the workshops. She also attended to one of them.
- 3- **Mónica Martínez** - She got involved in creating topics and presentations for the workshops. She also attended to one of them.
- 4- **Luisa García** - She got involved in creating topics and presentations for the workshops. She also attended to one of them.
- 5- **Diana Letona** – She took pictures of the beach clean-up activity and created a video of it. She helped in the beach clean-up activity.
- 6- **Fernando Coloma** – He attended to one workshop and conducted evaluations to the teachers.
- 7- **Andrea Godoy** - She attended to one workshop and conducted evaluations to the teachers.
- 8- **Alejandra Paz** – She attended to one workshop and conducted evaluations to the teachers.
- 9- **Marcos Ponciano** – He attended to one workshop and conducted evaluations to the teachers.
- 10- **Martin Arnold** – He attended to one workshop and conducted evaluations to the teachers.