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	Wander Oliveira Godinho
Project title	Conservation Acts and Educational Results; protecting our local ecosystems
RSG reference	24408-2
Reporting period	1 Feb 2018 – 14 Feb 2019
Amount of grant	£4,054
Your email address	wgodinho@gmail.com
Date of this report	14 Feb 2019

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
Project-based Learning				Methodology has improved academic results and reduced school evasion by 15%
Mangrove				Abiotic measures were not fully completed, as we had access denied to some of the areas we were investigating.
Reefs				We were able to assess cryptobenthic fishes through the study of graduate students from Federal University.

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

During the very first start of this 2nd-year project, my team and I worked hard to predict some possible difficulties along the year, and indeed, those difficulties were seen, but we were able to create alternatives in order to tackle the issues. Despite knowing that weather could make our fieldwork hard, we did not predict such a consistent wet weather this year, which made us to rethink of how to do the reef surveys in the coastal reefs. We promptly linked our survey to projects at Federal University, where a graduate student would be able to assist us in collecting data and analyse unpublished data from the reefs of our beaches. This strategy allowed us to connect the students with research, giving them the opportunity to become professional assistants to the surveys done in the coastal reefs. We also found challenging to take the abiotic samples of the mangrove, because we had access denied by the aquaculture farm owner, even though the mangrove is not under his authority. We, however, decided not to put our students in risk. Unfortunately, the plan of having abiotic measures taken from those particular areas of the mangrove was not successful.

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

a) **Mangrove activities** – The mangrove has become the main classroom of our activities. It is in the mangrove where students can appreciate the importance of this ecosystem to their living. To date, more than 10,000 new seedlings have been planted by students, covering a large area along the margins of the river. Those activities were also very important to identify an environmental crime, unknown by the community and government bodies. The school made a formal complain and documented all the areas of the mangrove that were being illegally used for aquaculture. Today, the

mangrove has environmental signs that help the population to remember to look after that habitat.

b) **Cinema Festival** – The cinema festival is an effective way to engage the whole community to identify social and environmental issues they face. Year 11 and 12 students use their excursions to elaborate a short video of a specific theme. During this process, the teacher is able to assist the group with suggestions and logistics, while the students take care of video editing and scripting. November last year, students presented their video in the public square, to more than 2,000 viewers.

c) **Educational results** – The biggest impact the project has created is definitely seen in the school. Today the school is at its highest number of attendance, around 500 students, with school evasion reduced to 15% compared to previous years. This shows that the long lasting impact of this project, initiated in 2017, is helping consolidating the presence of teenagers in the school. A great result, but now it brings the (good) problem of lack of structure to support 500 students in confined classrooms.

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

The conservation acts proposed in this project created a strong relationship between the school and the community. All activities brought up social and environmental issues that allowed the community to find out solutions for these problems. The popular knowledge and scientific knowledge were brought together through social activities that involved students, teachers and community leaders. Those activities, such as workshops, school excursions, conferences, and interviews were well received and supported by the local community. We are certain that after this project, the community is more aware of the importance of the conservation practices we initiated. With the help of social media, the community is able to supervise and report illegal practices that impact the terrestrial, marine and estuarine ecosystems.

5. Are there any plans to continue this work?

Yes. The activities will continue as part of the school curriculum. We are now focusing on how to provide sustainable food to feed 500 students, and restore the classrooms. Moreover, with the acquisitions of a land in 2017, we plan to build a community centre to run cultural and sport activities along the year. Additionally, the mangrove and reefs will continue to be monitored by the school and by researches, thus allowing us to better understand how we should protect those ecosystems. Finally, we will further investigate possible areas of sea turtle nesting and create a partnership with local NGOs that currently work with marine turtles.

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

We have been able to share our partial results in some Brazilian newspapers (online). Our biggest impact is, however, through Facebook page "Rizoma em Trairi", with over 2,000 likes and constant updates from our teachers. In addition, all activities used in this project is going to be published as an e-book, in order to help other schools to use our methods and adjust the activities according to their realities. Finally, we are looking for the possibility of presenting our results in more conferences, both national and international, proving that active learning can have a positive impact in underprivileged schools.

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 funds were used along the project, mostly in the first semester, finishing funded activities in late September. This is roughly what I have had planned initially.

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
Promotion Material	346	437	91	Making of signs, Cinema Festival logistic and hiring equipment
Clove Oil	23	18	5	Cheaper price
Water Sample Digital Machine	415			Converted in food for excursions and transport
Material for the reefs	46	50	4	Extra costs with rulers and air pumps
Gardening Material	92	92		Fixed price
Mangrove seedling	215	215		Fixed price
Food for Students	580	790	210	More students wanted to participate on the activities
Excursion Transport	215	215		Not previously budgeted for Rufford.
Boat trip	692	592	100	Fixed Price
Microphone	277	277		Fixed Price
Mavic Pro	469	469		Fixed Price
Software License	207	207		Fixed Price
Total Amount	**3,362**	**3,362**		

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

A) To expand out ways of communicating our results. The new Brazilian President banned local radio. We will start a podcast project that will promote education and nature conservation to the community.
B) To create the community centre. It is crucial that we have a multi-space to allow creativity, sport and culture to be promoted in our community.
C) Create permaculture to every home, using the land to provide the family with a health and nutritious option of foods.

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

Rufford Foundation was mentioned in various activities during this year. Firstly, students were identified on the field with the shirts that carried Rufford logo. Secondly, the Mayer of the Municipality of Trairi cited the Rufford project in the summary of educational activities in the region. Rufford was also mentioned in the Estate newspaper, "Jornal O Povo" in news about conservation and reporting illegal activities in the Estuary of Mundau River. "Jornal O Povo" is the main news of Ceara estate. In addition, we were able to partner with the Estate Environmental Office of Ceara (SEMACE) in the National "Beach Clean-up day". Finally, the Rufford project was presented in the III Edu-communication Conference, at Sao Paulo University – USP and the I Workshop for Monitoring Mangrove Ecosystems and the conservation of mud crabs, organised by the Instituto Chico Mendes de Biodiversidade – ICMBio.

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

Francisco Jose Bonifacio: Chemistry teacher at Padre Rodolpho High School, he coordinated the science group in school, carrying out the activities in mangroves and the estuary of Mundau River.

Celio Alves Ribeiro, MSc: Biology teacher and Principal at Padre Rodolpho High school, he coordinated activities in the Mangroves, the clean-u day and all school excursions through the year. Celio was also responsible for writing reports about the monitoring program in the Mangrove, and took actions against the illegal activities of aquaculture farms in the estuary. Celio is the main channel of communication of our project to the local and national media.

Frederico Moreira Osorio, MSc: Fred is our Environment Analyst who has worked for ICMBio for nearly 15 years and has helped our project to gain notoriety amongst other Marine Protected Reserves and estuarine ecosystems. He is one of the main guest speakers at school and in our meeting with community leaders. Fred has recently been allocated to work in the conservation of Manatees in Paraiba, and we have gained a lot of knowledge through his work in protecting Manatees and its natural habitats – mangroves and seagrasses.

Ana Nunes Cunha: Portuguese teacher at Padre Rodolpho and academic coordinator. Ana is in charge of adjusting our activities into the school curriculum, elaborating the pedagogical content to be used in the school. In many occasions, Ana has helped the project to gain effectiveness within the school curriculum and in daily practices of the students, such as editing written reports with students, home work material, Portuguese classes, music classes, and social activities.

Wander Oliveira Godinho PhD: Wander is responsible for seeking funds to the project, elaborating theoretical content for all activities, coordinating research activities and/or research collaborations, writing reports and maintaining active communication trough our social media platforms. Wander has also helped teachers and guest speakers to develop their presentation to a school conference audiences.

12. Any other comments?

During the last 2 years our project has gained attention to the local media, politicians and not-for-profit organisations that want to adopt our teaching/conservation methods to their own projects. I would like to mention, in particular, the SOS Mata Atlantica, one of the biggest NGOs that work in the conservation of protected areas in Brazil, Instituto Navegar – Social inclusion and environmental education through the practice of sailing, and the conservation project with manatees in the estate of Paraiba. These last two projects have approached EnviroMentor to intermediate their projects with Rufford Foundation. As the director of EnviroMentor, I continue to seek international funds and partnerships that are willing to fight poverty in developing countries using conservation and education activities in local schools. I cannot stress enough how important Rufford project has been in consolidating these activities in Trairi-CE, and I will continue to look into ways to further expand Rufford's impact in other estates of Ceara, where I know their nature conservation efforts are relevant in the process of changing local communities. While living in Australia, I have no problem in communicating with the project in Brazil through social media and visits in person (at least twice a year). My company in Australia is being able to create a unique relationship between private schools here and our community in Brazil. I do believe that if Rufford is willing to continue funding our project, EnviroMentor can grow and, consequently, being able to supervise Brazilian projects, giving them a better technical support for all activities regarding nature conservation and educational methods for schools in developing countries.