

## Final Evaluation Report

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Your Details	
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<b>Project Title</b>	Awareness in Tackling Illegal Wildlife Trade through Pesantren Education in Riau, Sumatra
<b>Application ID</b>	30128-C
<b>Grant Amount</b>	£ 14,932
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<b>Date of this Report</b>	8 April 2022

**1. 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
<b>Activity 1: Capacity training for conservation education in Pesantren</b>				<p>Due to Covid 19 restrictions we implemented the project quite late and slow. The training of conservation education has been carried out twice, including:</p> <ol style="list-style-type: none"> <li>In April 2021, with participants from 10 Islamic boarding schools in Riau.</li> </ol>
<p>(<a href="http://ppi.unas.ac.id/ketua-ppi-unas-ajak-kalangan-pesantren-lakukan-konservasi-lingkungan-melalui-pendekatan-islam/">http://ppi.unas.ac.id/ketua-ppi-unas-ajak-kalangan-pesantren-lakukan-konservasi-lingkungan-melalui-pendekatan-islam/</a>)</p>				
				<ol style="list-style-type: none"> <li>In November 2021, 10 teachers and 10 selected senior students at the Naga Beralih Islamic Boarding School. For the initial stage, conducting training for 10 teachers and 10 students. The role of students who take part in the training will help the teacher in providing knowledge to each class. Furthermore, the teachers who took part in the training, taken four people, in providing mentoring of the conservation fatwa knowledge to each class intensively, according to the subjects being carried out. The teachers who carried out the activities are:                     <ol style="list-style-type: none"> <li>Dra. Nusrani (Teaching Islamic jurisprudent -Fiqh)</li> <li>Tifin Sukmadewi, SPd.I (English teacher)</li> <li>Baharudin (Bahasa Indonesian)</li> <li>Khoirul Akhyar (Teaching Islamic jurisprudence Fiqh)</li> </ol>                     The target in environmental education for each class by four teachers, is targeted every month at 100 students who get knowledge about the conservation of environment, including the fatwa trough their mainstreaming discussion in their class with and adopt the conservation subjects.                 </li> </ol>
<p><a href="https://drive.google.com/file/d/1tq2Kk43NrhVIXsdrv4fsgaiUNO8ZevG/view">https://drive.google.com/file/d/1tq2Kk43NrhVIXsdrv4fsgaiUNO8ZevG/view</a></p>				

<a href="http://ppi.unas.ac.id/simulasi-modul-pendidikan-lingkungan-hidup-dan-konservasi-di-pondok-pesantren-assalam-naga-beralih/">(http://ppi.unas.ac.id/simulasi-modul-pendidikan-lingkungan-hidup-dan-konservasi-di-pondok-pesantren-assalam-naga-beralih/)</a>			
Mentoring Islamic boarding schools as a model for the implementation of eco-pesantren			After the process, the determination of Islamic boarding schools, the assistance for programme trials, was determined to be the Pesantren Assalam Naga Beralih Islamic Boarding School, Naga Beralih Village, North Kampar District, Kab. Kampar, Riau Province. The number of students totally 1,030 students. With land area: 7 ha.
<b>Activity 2: Develop Web base Ekopesantren Green Matric (Ecopesantren tracking system)</b>			We developed a tracking eco-pesantren (eco-pesantren tracking system) by making 50 questions from 10 PPI Unas programmes. Questions have been compiled, as many as 50 questions from 10 Unas PPI programmes. In this question, the assessment criteria are included. The website tracking is under construction and will be nationally launch in June 2022. A further large step will be initiated through ekopesantren programme (English) ( <a href="https://www.unas.ac.id/berita/pi-unas-terus-melangkah-mewujudkan-program-kerjasama-ekopesantren/">https://www.unas.ac.id/berita/pi-unas-terus-melangkah-mewujudkan-program-kerjasama-ekopesantren/</a> )
National Launching of Ekopesantren Ranking Website			The making of the web tracking system was slow and need more time. However, the consultation conducted successfully, in January by offline and online. See:
<a href="https://www.youtube.com/watch?v=CKKyqINdPjo">https://www.youtube.com/watch?v=CKKyqINdPjo</a>			

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

Initially, there were no obstacles in conducting the training programme. However, at the time of covid-19 outbreak need an extra and limited actions should be taken. It included the difficulty to convince Pesantren Burhanudin Kuntu as planned to accept implementation for intensive mentoring of conservation fatwa and difficulty to decide if the implementation conducted at the pesantren due to limited confidence and limited facility measure. Hence, we find another pesantren to implement with equal number of students, and we found the Pesantren Assalam Naga Beralih, with over 1000 students to accept the mentoring. There were several discussions and approaches, including a Zoom meeting which was attended by the leader of the boarding school and previous training participants. The decision then Pesantren Assalam Naga Beralih Islamic Boarding School, Naga Beralih village, North Kampar District, Kampar Regency, Riau which has a passion for implementing the programme. As well they are willing to carried out further programme with the eco-

pesantren programme activities. So that the mentoring activities will be carried out at the Pondok pesantren.

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

1. All the trained Islamic boarding schools, understand the seven MUI Fatwas (<https://www.mdpi.com/2077-1444/10/10/570>), including regarding the conservation of protected animals.
2. Islamic boarding schools committed to have environmental conservation programmes at their schools.
3. Islamic boarding school activity models that could help to respect and guardian to the conservation areas, potentially could start by the student understanding to Islamic perspective in conservation that integrated in their knowledge and learning process.

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

**Activity 1.** Pilot a fatwa-based teaching kit is successfully implemented in Pondok Pesantren Assalam Naga Beralih, Riau: This project will develop a pilot project in Riau province to engage the pesantren community in wildlife conservation. There are 1,000 students at the Nagaberalih pesantren. Our hope is to create a model that can be spread to pesantren in other important wildlife conservation areas in Indonesia. However, with Rufford Foundation funding, the team carried out an additional training in one large pesantren in the landscape with a student body of 1,000. They trained 10 students and 15 teachers on the fatwa and measured their knowledge of the fatwa before (36%) and after (79%).

**Activity 2.** Developing a national web platform to encourage wildlife conservation in pesantren: Through previous projects UNAS set up a website for pesantren to access resources on environmental education in pesantren [www.ekopesantren.com](http://www.ekopesantren.com) (this web has been supported by RSG Booster Grant in 2013) and still continuing to educate the Islamic boarding school collective action to protect nature and natural areas including protected areas.

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

We are happy to receive more support from The John Templeton Foundation, so the pesantren capacity empowerment for conservation including mentoring programme will be continued for 33 months (2022-2024), together with other 50 participators of pesantren. The experience the implemented at the Assalam Nagaberalih Islamic Boarding School, Riau, Sumatra will also offer to other Islamic boarding schools. And the program will be carried out nationally and internationally particularly in the Muslim world.

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

We focus to the future plan to empower the pesantren teaching with science as well as conservation ethic. We will empower pesantren with supplement curricula practical taught, with ekopesantren guide (module) that can be integrated with the learning subjects: such as the Islamic jurisprudence, learning for Bahasa Indonesian, learning English or any extra-curricular activities at each Islamic boarding school. So that teachers are not burdened with other materials, and teachers can teach about the environment with the subjects they do. We will share the lesson learn on the website and all materials, provides at our PPI UNAS websites:

1. Modul: Conservation and Environment Education (in Bahasa) (<https://drive.google.com/file/d/1Fezg5MV3w1w4sHZjy9MicO8df7zySi59/view>)
2. Guidebook: Conservation of Endangered Wildlife for the Balance of Ecosystem. (In Bahasa). ([https://docs.google.com/document/d/1NwW\\_sl4cJq7kKNWqMSe\\_Swuit9STNMJxy0k80Ne97Wo/edit](https://docs.google.com/document/d/1NwW_sl4cJq7kKNWqMSe_Swuit9STNMJxy0k80Ne97Wo/edit))
3. Campaign tool awareness for Illegal Wildlife Trade (<http://ppi.unas.ac.id/iwt-project-awareness-tool-2018-2021/>)

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

In the implementation of this project, it is necessary to match the time that is aligned with learning activities in Islamic boarding schools, which already have a learning schedule. This activity was carried out during the Covid 19 pandemic, several Islamic boarding schools were closed, so time was needed to implement activities, requiring additional time.

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

This work will be further example for the other Islamic boarding school particularly in the teaching of conservation integration with the existing curricula. We integrated the ekopesantren programme in continue the ideas forward (<http://ppi.unas.ac.id/ekopesantren-2/>).

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

Workshop for Pesantren at surrounding Rimbang Baling Nature Reserve (Riau)

1. Flickr:  
<https://www.flickr.com/photos/187504674@N06/sets/72157718979038346/>

2. Video: Regional Conservation and Environmental Education (CEE) Workshop for Islamic Boarding Schools in Riau, participants testimonial: <https://www.youtube.com/watch?v=EmOvCE9XCLQ&t=15s>
3. Pictures: Environmental and conservation education in Pesantren Assalam Nagaberalih, Riau  
<https://www.flickr.com/photos/187504674@N06/sets/72157720116857018/>
4. News for dissemination of EE Pesantren Assalam Naga Beralih, Kabupaten Kampar, Riau, November, 2022 (<http://ppi.unas.ac.id/simulasi-modul-pendidikan-lingkungan-hidup-dan-konservasi-di-pondok-pesantren-assalam-naga-beralih/>)
5. Videos: Teaching Fatwa and Environmental Conservation in Pesantren

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

Dr Fachruddin Mangunjaya, lead project and initiative, to design a roadmap and action plan and communicate to the network.

Mr Edy Hendras Wahyono, project manager, teach and skilfully trainer for conservation education and has 25-year experience in conservation field.

Mr Taufik Mulyana, project officer to facilitate the implementation and conduct evaluation and communication to the related stakeholders.

**11. Any other comments?**

These activities conducted in a short term; however, we hope it may have an impact on the import of the preservation of nature and the environment. The students really inspired respect the rules of the Islamic boarding school and follow what is ordered by the leader of the boarding school.

In the provinces of Riau and West Sumatra, the teachers of the training for trainers who participated were very enthusiastic and eager to learn about the environment, especially to participate in conserving nature and the environment as well as managing environmental sanitation in Islamic boarding schools.

PPI Unas will carry out the further intensive programmes, to involve national participants particularly in Sumatra and Java trough ekopesantren programme, as we have a secure funding to follow up. We should thank for RSG grants that make all the work possible.