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. 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	NGUYEN QUANG HUY
Project title	Building an insect specimen collection for educational conservation activity for high school students in Hanoi, Vietnam
RSG reference	8114-1
Reporting period	7/2010 – 7/2011
Amount of grant	£3000
Your email address	huynq@hus.edu.vn
Date of this report	July 18th 2011

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
Organising a field trip in Tam Dao National Park			√	This was the key activity of the project, collecting insect specimens in Tam Dao National Park and data of insect habitats and behaviours, which were used as essential sources to build the insect collection and presentations.
Sorting and identifying insect specimens.			√	This work was done in the lab. The insects were identified into family taxa. Some samples were recorded for the first time (with us), it cost more time than we expected.
Making insect collection according to family taxon.			√	Insects were displayed and showed in plastic containers. With nearly 60 identified families, we chose about 30 common families to build an insect collection. The chosen families were the most common, easily to recognise and had more than three individuals (one for the collection and two for two practising student groups).
Making insect posters and lectures of insect conservation.			√	Making presentation (lectures) was not easy work. We had to collect information from many sources, books (written in English and Vietnamese), papers, internet etc. Most of pictures in the insect colour poster (7 pages) were taken by my colleague, Ms. Dinh Thi Hai Yen. The beautiful poster and good presentation made student excited when taking part in insect identification.
Holding a class of high school students in Hanoi			√	We held a class in Hanoi High School for Gifted students, Biology, Hanoi University of Science.
Giving presentations and guiding insect identification for high school students.			√	Hanoi high school students were taught about insect biodiversity, their importance and impact on nature and man. Then, the students were guided to identify insects.
Increase awareness of the importance of insect worthy of conservation and			√	After the project, the target audience, Hanoi high school students, was provided with insect knowledge of their importance and impact on man and

their impact for high school students.				nature. They were encouraged to change their thinking and behaviours following the right and prompt ways to conserve nature and protect environment. They also were encouraged to tell others (family members and relatives, friends etc.) about what they had been learned.

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

During the procedure of conducting the project, we have not met serious difficulties, only the change of the high school. Because the teacher of Yen Vien High school had moved to another school where was far from Hanoi, we had to make a new contact with a teacher from Hanoi high school for gifted students, Biology, Hanoi University of Science (Luong The Vinh Street, Thanh Xuan district, Hanoi, Vietnam). Luckily, the teacher was accepted and enjoyable to take part in our project. Finally, we had a good management and got full success.

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

We concluded the three most important outcomes of the project as follows:

- Holding a class for high school student: in the lecture, we introduced the biodiversity and the importance of insects to man and nature. The students were also provided with the knowledge and identifying skills to some common insects (13 orders and more than 30 families).
- Increasing the awareness of high school students to natural conservation and environmental protection. They realised that not only human live in the earth but also many small species, which are essential part of the whole ecosystem. They knew that to protect the nature means protect their lives and their descendants. We encouraged them to start by changing their thinking and behaviour.
- We made a set of useful materials, such as insect sample collection, colour key posters, pictures and so on. These materials now were available and effectively re-used for ongoing education conservation activities.

We believe that the results were more meaningful when they were gained in a rapidly developing country, Vietnam, where the conflicts between socioeconomic development and natural protection have been growing so quickly and seriously. The youth should be more educated about the natural conservation and environmental protection, because they would become the decision makers of development in the future. Notably, the Vietnam education system, still, has been largely ignorant about these issues.

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

The local communities are not our target audience in this project. However, we also want to focus on the audience in the future projects.

5. Are there any plans to continue this work?

Yes, a set of materials obtained from the project includes insect specimens, pictures, paper – coloured posters, slideshow lectures and media files, which could be re-used many times for the conservation activities. Not just high school students because we plan to extend the project into a long-term programme of extracurricular activities for high school students or junior high school students and an annual training course on the conservation of nature for local communities surrounding National Parks. With good contacts made by this project, we think we could conduct successfully more projects.

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

Many people, especially students and teachers in the high school, asked us to share them presentation lectures, pictures, colour key poster, the insect collection etc. At that time, we could not accept their request because the final report had been not sent to you. If the foundation agrees, we will share them these materials by means of following ways:

- For high school teachers: help them to teach identifying skill of insects, making insect collection and lecture, organising insect exhibition and holding a class of conservation.
- For National parks and local authorities and environmental/conservation organisations: using materials and experience to work with them to conduct a series of natural conservation activities for communities.

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

The timescale for the project was followed to the expected schedule. The project was started right after the money received and conducted successfully.

The longest vacation in Vietnam is TET holiday (2 weeks) in February 2011. Fortunately, at that time, most of work was conducted in the lab or by laptop. Therefore, we still managed work and time suitable to the project plan.

7. 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.

An exchange rate: *1 £sterling = 29,567.99 VND*

Item	Budgeted Amount	Actual Amount	Difference	Comments
Transportation (£70 /day x 1 car x 6 days)	420	420		
The centre fees (including guide fees)	30	30		
Accommodation (£15 /night x 6 nights x 2 rooms)	180	180		

Item	Budgeted Amount	Actual Amount	Difference	Comments
Meals (£5 /day x 2 persons x 6 days)	60	60		
Digital camera	300	300		
Laptop	500	470	+ 30	When we bought this laptop, it was cheaper than the time we had written the project proposal. Moreover, the store had a sell-off at that time.
Screen	100	100		
Projector	500	500		
Field trip equipment (flash light, GPS, long socks, forest shoes...)	400	400		
Collecting equipments (insect net, light trap, forceps, containers with the fixation solutions)	100	100		
Sorting and identifying equipments (forceps, pins, pointed needles, aluminium tray, hand magnifier glasses, petri dishes, specimen boxes)	100	100		
Rent stereo microscope (£3 /day x 30 days)	60	90	-30	We had to extent for more 10 days for renting the stereo microscope because of some difficult insect samples.
Identifying books and documents (identify books, posters)	30	30		
Printer	100	100		
Office equipments (colour paper, A4 paper, colour pen, ruler...)	20	20		
Chemicals (alcohol, formalin, acetone, fixation solution...)	100	100		
Total	**3000**	**3000**	**0**	

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

We think making next steps for this project is important for a purpose of increasing awareness of natural conservation for people. We suggest two main reasons:

- Enlarging target audience: education conservation activities are not only meaningful for high school students but also for others. Local people directly gain benefit from and also directly

effect on natural parks (and other natural reserves), they should know the importance of natural conservation. Moreover, the project should focus on junior high school students and bachelor students, who their behaviours may affect greatly on the existence of natural ecosystems.

- Useful materials: if we will not re-use the materials produced by this project, we might waste a useful permanent source for educational conservation activities.

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?

Yes, we used the logo in all my materials produced, e.g., presentation and colour picture key (it was visible in the attached pictures).

Yes, during the project, when making contacts with related people and organizations, we briefly introduced the project with the Rufford Foundation funding note to them. The students, the future conservationists, felt so concerning about the foundation.

11. Any other comments?

First of all, we would like to express our thanks to the Rufford Small Grants Foundation. With the fund, we believed that we contributed our efforts to increase awareness of the youth, the future leaders, to biodiversity/natural conservation and environmental protection. We hope we could be supported by the foundation for our future projects.

In addition, we really liked the way which Ms. Raymond managing the project. We believed that no one could do this job better than she could. Many thanks for your prompt support during our project, Ms. Raymond.

We also want to give our thanks to other people and organizations, which supported us during the project. Especially, the teacher in the High school for gifted students, Biology, Hanoi University of Science.

Lastly, it could be said that we were so interesting to teach/work with high school students. Without a doubt, they were intelligent and enthusiastic students. They took part in the project enjoyably. Moreover, many interesting questions were raised by them, e.g.,

- *Dear teacher, because of damaging natural ecosystems, is human a species which should be died/wiped out the most in this planet?*
- *Dear teacher, when biting human for blood, I think mosquitoes are innocent to transfer dangerous diseases, please, give me more details about that.*

We, ourselves, gained much of experience from teaching and conducting an educational conservation project.