

Report to the International Elephant Foundation



Schoolchildren learn first-hand about Cambodia's elephants and the threats faced in the form of wildlife trafficking, poaching, and habitat loss – Photo of schoolchildren with rescued elephants at Phnom Tamao Wildlife Rescue Center (January 31, 2009)

Kouprey Express Mobile Environmental Education Project

Report on 2008 Activities



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Executive Summary

With the assistance of the International Elephant Foundation and in partnership with Mlup Baitong, Wildlife Alliance's Kouprey Express mobile environmental education project has delivered a series of elephant conservation education programs to rural communities in Southwest Cambodia's Cardamom Mountains.

These elephant conservation activities were part of the Kouprey Express's successful completion of the first quarter of activities scheduled in its 2008-2010 strategic plan. However, the implementation of activities was delayed somewhat in the first year due to the termination of the agreement between Wildlife Alliance and the Ministry of Environment and the Ministry of Agriculture, Fisheries and Forestry, and the development of a new agreement with the Ministry of Education, Youth and Sport. Due to the delay, Wildlife Alliance is requesting the International Elephant Foundation's approval to extend the project implementation for this funding cycle until September 2009.



Figure 1: Students create their own vision of “habitat” - 2008

Background

In 2007, Wildlife Alliance's Kouprey Express Mobile Environmental Education Project successfully applied for a \$6,800 grant from the International Elephant Foundation to implement a suite of Asian elephant conservation education programs as part of its

2008-2010 strategic plan for environmental education in the Cardamoms Mountains rainforest (**Attachment 1**). In addition to the International Elephant Foundation's generous contribution, the Kouprey Express project received funding totaling more than \$111,912.41 from the Disney Worldwide Conservation Fund, the US Fish and Wildlife Service's Asian Elephant Conservation Fund, SeaWorld & Busch Garden Fund Conservation Fund, Zoos Victoria, and Free the Bears Fund. This represents a 50% increase in funding over previous years, a reflection of the resources needed to implement the hands-on environmental activities set out in the 2008-2010 strategy.

The first month of 2008, nominally the start date for the implementation of the 2008-2010 strategy, saw a breakdown in the working arrangements between Wildlife Alliance and the counterparts from the Ministry of Agriculture, Forestry and Fisheries (Forestry Administration) and the Ministry of Environment (Department of Nature Conservation and Protection). Unfortunately, Wildlife Alliance was unable to meet the salary and *per diem* demands of the counterparts for 2008 due to budgetary constraints, and contract renewal negotiations ceased when the counterparts refused to return to work. At this point, Wildlife Alliance chose to terminate the Memorandum of Understanding (MoU) with the Ministries under which the Kouprey Express project operated.

Over the next eight months of 2008, Wildlife Alliance worked with the Ministry of Education, Youth and Sports (MoEYS) to develop and agree a new MoU to allow the Kouprey Express to start its delivery of the 2008-2010 strategy. The MoU (**Attachment 2**) was signed on 20 August 2008 and the Kouprey Express Mobile Environmental Education Project recommenced project activities in partnership with MoEYS in September 2008.

Objectives and Actions

The objectives of the 2008-2010 Direct Action Education strategy are to:

- **Develop** an integrated, action-based environmental curriculum based on the vision "Love Cambodia, Love Nature" that will be explored through four themes: Wildlife Protection, Habitat Protection, Pollution Prevention, and Sustainable Livelihoods.
- **Deliver** the above curriculum to 8,000 Students aged 6-14 throughout 30 schools in the Southern Cardamoms during 2008-2010.
- **Build** a School Environment Network between the 30 schools participating in this program; to build skills, share experience and resources, and help generate revenue for the provision of further educational materials and resources for participating schools.

Due to the delays in implementation in 2008, activities scheduled for late 2007/early 2008 ultimately became operational in late 2008.



Figure 2: Students play environment-themed games - 2008

The activities funded by the International Elephant Foundation were intended to add a strong component of Asian elephant conservation to the Kouprey Express educational curriculum, reflecting the critical importance of the population of Asian elephants in the Cardamom Mountains and that population's threats from habitat loss, poaching, and human-elephant conflict. Specifically, the IEF grant funded activities designed to:

1. Increase understanding of elephant conservation among rural communities living in and around elephant habitat in the Cardamom Mountains.
2. Create new elephant conservation educational resources for rural primary schools in the Southern Cardamoms.
3. Involve rural primary school students and community members in creative elephant conservation education, such as art, through the mobile education display.

Results

Thanks to IEF's generous grant to develop a range of Asian elephant-themed educational materials, Wildlife Alliance's Kouprey Express Mobile Environmental Education Project contracted with local environmental NGO Mlup Baitong to produce an elephant storybook, elephant board game, and three mobile interactive elephant education display boards (**Attachment 3**).

The development of the storybook differed slightly from that planned, as a “Choose Your Own Adventure” adventure was deemed too advanced for the target age range (6-14). A more traditional storybook “The Friendship of Children and Elephants,” was therefore developed, based around the central premise of elephant conservation and interaction with communities in the Cardamom Mountains. An English translation is in **Attachment 3**.

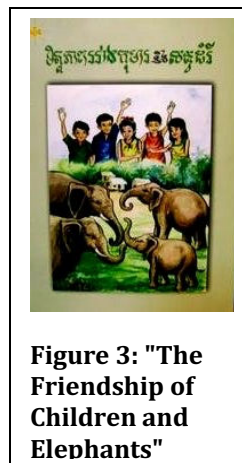


Figure 3: "The Friendship of Children and Elephants"

Following the delays due to the disputes with the Ministry of Environment and Forestry Administration, and the development of the new MoU with the Ministry of Education, Youth and Sport, implementation of the 2008-2010 strategic plan has begun well, with a new mobile environmental education team developing and delivering interactive environmental education to rural primary school students to 10 schools in Koh Kong Province, the central geographic focus of Wildlife Alliance’s work in the Cardamoms (map at **Attachment 4**). From October – April 2009, the following results have been achieved:

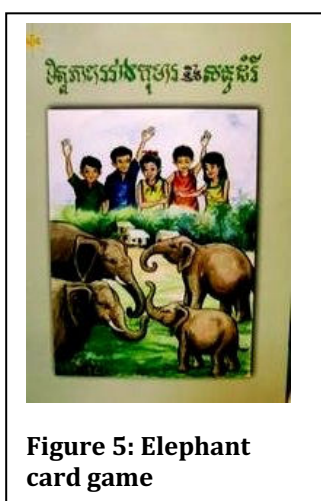
- Delivered “Habitat Protection” education module to 1,424 students in 38 classes from 10 schools in Koh Kong Province, increasing awareness on the topic by between 5-19% among participants.
- Held four Community Environment Shows attended by 1,490 community members.
- Conducted field trips to bring selected students from the 10 target schools to Phnom Tamao Wildlife Rescue Center to meet rescued elephants and learn about elephant conservation
- Delivered a range of elephant-themed education materials as detailed in **Attachment 3** including a story book, card game, educational posters, etc.

A suite of student and teacher education materials have been produced on Habitat Protection, Wildlife Protection, Pollution Prevention, and Sustainable Livelihoods. The grant from the International Elephant Foundation has enabled the development of a storybook and associated educational materials on elephant conservation for integration into the Mobile Environmental Education Project’s curriculum.



Figure 4: Elephant educational poster for children

The initial printing of the elephant conservation materials resulted in minor errors, which have delayed the final disbursement of funds to the contractor (Mlup Baitong) and the completion of the printing. Specifically, issues were identified with the accuracy of some Khmer spelling in the final printed books. To avoid additional errors, the Project is taking steps to rectify and reprint the books where necessary. The reprinted copies of the books and cards were scheduled to be finished in mid-April 2009.



In the elephant card game featured in Figure 4, students have 25 questions to answer about elephants, their habitat and behavior. The questions are designed to stimulate children's interest in the behavior, life cycle, and ecological needs of Cambodia's elephants – while preserving the limited number of elephants remaining in the wild. The questions and instructions are in **Attachment 3**.

Similar topics are covered in educational posters erected at schools and at wildlife rescue facilities, designed to inform students about the lives of elephants in a culturally-appropriate, kid-friendly format.

Field trips are an important part of the Kouprey Express workplan.

On January 30 to February 1, 2009, the first student field trip of the educational year took place, taking 50 students (five students per school) from the 10 target schools to Phnom Tamao Wildlife Rescue Center. There, the students visited the animal enclosures and learned about the many different species of rescued animals from an expert Wildlife Alliance biologist.

One of the highlights of the students' visit was meeting Chhouk, an Asian elephant which had been injured by a poacher's snare in Mondulkiri. Since 2007, Wildlife Alliance has cared for Chhouk and assisted in his rehabilitation. Since his arrival at Phnom Tamao, in the midst of a difficult and lengthy rehabilitation, Chhouk's story was portrayed to a global audience on the Anderson Cooper 360° documentary, *Planet in Peril*.



Figure 6: Students meet rescued elephant Chhouk (leg injured by a poacher's snare) at Phnom Tamao Wildlife Rescue Center

CNN discussed Chhouk's story as emblematic of the struggles of Cambodia's wild elephant populations, facing increasing pressures of habitat encroachment, poaching, and conflicts with rural villagers. Chhouk is becoming a lifelong ambassador for conservation within Cambodia, highlighting the country's wildlife heritage and drawing attention to the risks of rampant poaching, snaring, and human-wildlife conflict. Phnom Tamao Wildlife Rescue Center attracts more than 200,000 Cambodian visitors each year, most of whom lack even a basic understanding of elephants,

conservation and habitat protection. Using Chhouk to demonstrate the threats to Cambodia's wild elephants to the Kouprey Express visitors and other Cambodians enables a conservation impact far beyond the improvement to his own health and welfare.



Figure 7: Kouprey Express students draw elephants during visit to Phnom Tamao

A Forestry Administration member of the Wildlife Alliance – supported Wildlife Rapid Rescue Team was also on hand at Phnom Tamao Wildlife Rescue Center to provide information to students on wildlife crimes. The WRRT members are able to explain about the different species at PTWRC which they had rescued from wildlife traders, poachers, and human-wildlife conflict situations. Members of the WRRT meet with the students and community members on these trips and explain about wildlife, their habitat, and the importance of respecting and preserving it.

Student participation and informal feedback indicates that the field trip concept is a sound one, giving rural students the opportunity to 1) travel to Phnom Penh, 2) meet students from other rural primary schools in Koh Kong Province, and 3) see representative wildlife native to Southwestern Cambodia. Students were accompanied and supervised by a designated community representative on the trip.



Figure 8: Easels and Community Environment Notice Boards produced and being delivered to the 10 target schools

Staffing

Wildlife Alliance is hosting a new VIDA (Volunteering from International Development from Australia) volunteer from July 2009 for a period of 18 months. The new VIDA volunteer's main role will be to advise on project delivery, sustainability, impact and funding for environmental education programs, including Kouprey Express.

Over the past year, Wildlife Alliance has focused on improving the capacity of the Cambodian staff and counterparts in the Kouprey Express program, to improve long-term sustainability. Cambodian staff member Sam Veasna has played the principal role in program implementation and reporting, and counterparts from the MoEYS are playing a larger role in program design for the long term. We believe that a greater role for Cambodian staff and partners will strengthen the program's long-term effectiveness, reduce program costs, and improve relationships with rural communities and Cambodian government agencies.

Education Materials Delivered

N	Name of items	Quantity	Recipients
1	Habitat Protection books	1389	students
2	Habitat Protection teachers' books	222	Teachers
3	Cambodia animal posters	1019	students and community
4	Bear posters	1722	
5	Notebooks	1128	students
6	Color	24 dozens	students
7	Drillers	10 box	students
8	Pencils	box	students
9	T-shirt	90	Teacher, students, and community
10	"Our forest, Our future" books	1034	
11	Recycling and Waste Disposal Bins	6	school principal and students
12	Elephant Books	289	students and teachers
13	Community Environment Notice Boards	0	Communities
14	Easels	0	Communities

(The Community Environment Notice Boards have been transported to the field and are currently being installed)

Financial Report

The first payment to Mlup Baitong for the development of the elephant-themed books and games took place on June 25, 2008, in the amount of \$5000. IEF granting covered a substantial portion of that amount. The remaining payments are scheduled for April 2009, on completion of the books with the corrected Khmer spellings.

Expenditure to date indicates that the Project is on track to fully expend its International Elephant Foundation program grant budget by the end of the revised project cycle, i.e. September 2009. The table below detailed expenditure to date per category.

Wildlife Alliance**Project: Kouprey Express Mobile Environmental Education****Donor: International Elephant Foundation****Amount: \$6,800****02/26/2008 - initial tranche - \$3400****8/6/2008 - 2nd tranche - \$3,400****Grant period: 01/01/2008-12/31/2008 (Extension requested to 9/30/09)**

No.	Item Description	FY08 budget	IEF (Budget)	IEF (Spent)	IEF Balance (April 1, 2009)
1.0	Salaries & per diems				
	Sub-total	15,480	-	-	-
2.0	Benefits-Insurance/phone card allowances				
	Sub-total	2,980	-	-	-
3.0	Staff training				
	Sub-total	3,000	-	-	-
4.0	Equipment & maintenance				-
	Sub-total	27,520	-	-	-
5.0	Educational materials				
	Sub-total	39,140	-	-	-
6.0	Non-farm supplies				
	Sub-total	-	-	-	-
7.0	Travel & Communication				
	Sub-total	31,108	-	-	-
8.0	Fieldwork				
	Sub-total	-	-	-	-
9.0	Contractual Services				
	Design education materials under contract to Mlup Baitong (Elephant education storybooks, art supplies, related teacher materials)	8,000	6786	2154	4,646
	Specialist support (art/photography/gardening specialists)	3,000			-
	Postcard production	1,150			-
	Framing	150			-
	Teacher workshops (\$300/workshop, 4 workshops)	1,200			-
	Workshop facilitator (@ \$200 for 4 workshops)	800			-
	1 University student (per diems, transport)/yr @ \$180/mo for 12 mos.	2,160			-
	Short film production	7,000			-
	Sub-total	23,460	6,786	2,154	4,646
10.0	Operating costs				
	Sub-total	11,754	-	-	-
11.0	Bank wire charge		14	14	
	TOTAL	154,442	6,800	2,168	4,632

Attachment 1: 2008-2010 Strategic Plan

The Kouprey Express Mobile Environmental Education Unit

2008-2010
Program Strategy



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22 July 2007

INTRODUCTION

Wildlife Alliance (formerly conducting field operations under the name WildAid) has been working in Cambodia since March 2000, assisting the Royal Government to conserve its biodiversity, implement good governance, and helping communities manage their natural resources sustainability.

Wildlife Alliance's mission is to protect and preserve wildlife, forests and oceans for future generations. We achieve this goal by designing and implementing conservation programs that integrate natural resource protection, community livelihoods and awareness-raising.

In 2004, Wildlife Alliance began a national awareness campaign in Cambodia which included public service announcements with national celebrities, billboards, a national wildlife hotline and the Kouprey Express mobile education program.

The Kouprey Express tours the country focusing on communities around protected areas and raising awareness amongst school children about the threats of wildlife poaching. Staffed by Cambodian educators and representatives from Forestry Administration (FA) of the Ministry of Agriculture, Forests and Fisheries (MAFF) and the Department of Nature Conservation and Protection (DNCP) of the Ministry of Environment (MoE); the Kouprey Express has delivered ½ day interactive environmental awareness activities, covering issues from habitat destruction to illegal poaching and trade in wildlife, to over **10,000 Students** and reached over **40,000 Community members**.

Monitoring has demonstrated a **20% increase in environmental awareness** by students and community members following education sessions by the Kouprey Express.

PROJECT NEEDS

Cambodia is in the midst of an environmental crisis: wide scale habitat destruction and unsustainable resource consumption are being fuelled by systemic poverty and a general lack of environmental understanding.

Environmental education in Cambodia is recognized as uncoordinated and ineffective:

- teachers lack skills, resources and incentives to make a real impact on their student's level of environmental understanding;
- students lack opportunities to create and express their own vision of their environment, and
- communities are rarely involved in beneficial environmental activities.

Making a sustained, measurable and positive impact on environmental education through direct action; providing students with the opportunity to be creative; developing human resources, especially among the next generation; and involving communities in environmental actions are critical to the protection of Cambodia's natural resources.

The Royal Cambodian Government has recognized that it is now time to build on environmental awareness-raising to *increased skills and practical application of [environmental] knowledge through positive environmental behavior¹*.

To build on the success and experiences of the Kouprey Express program, the strategy for 2008-2010 will promote the development of human resources to deliver increased environmental understanding through direct and relevant environmental actions.

¹ H.E Dr. Mok Mareth. Cambodia's Environmental Education Status Report 2005. Ministry of Environment & Live and Learn Environmental Education. 2006.

2008-2010 STRATEGY

Wildlife Alliance's Cambodia Program is situated in the Southern/Coastal region of the Cardamom Mountains in South West Cambodia. The Cardamom Mountains are the largest remaining continuous forest range in Asia, supporting populations of threatened species including Asian elephants, Indochinese tigers, Siamese crocodiles and Royal turtles. Composed of 16 different vegetation types, the Cardamoms represent the key watershed and act as the climate regulator for the region, feeding 155 km of rich coastal fisheries that ensure the survival of over 100,000 people.

The Kouprey Express strategy for 2008-2010 will focus on the Southern/Coastal Cardamoms, delivering environmental education and building capacity of teachers in order to have a measurable, lasting impact on environmental understanding and behavior of local communities.

Through 2008-2010 the Kouprey Express will develop and deliver a '**Direct Action Education**' environmental curriculum to **8,000** primary school students from **30** rural schools, based on the principle of "Understanding through Involvement".

Wildlife Alliance's team of experienced environmental educators will make repeat visits to rural schools and work with students to make environmental education relevant, interactive, and creative; involve community members in environmental technologies and actions; and provide rural teachers with the training, resources and support needed to sustain environmental education activities in to the future.

2. Objectives

The objectives of the 2008-2010 Direct Action Education strategy are to:

- **Develop** an integrated, action-based environmental curriculum based on the vision "Love Cambodia, Love Nature" that will be explored through four themes: wildlife protection, habitat protection, pollution prevention, and sustainable livelihoods.
- **Deliver** the above curriculum to 8,000 Students aged 6-14 throughout 30 schools in the Southern Cardamoms during 2008-2010 (see **Annex A** for community locations).
- **Build** a School Environment Network between the 30 schools participating in this program; to build skills, share experience and resources, and help generate revenue for the provision of further educational materials and resources for participating schools.

To achieve these objectives we will:

- **Build** Environmental Education capacity by providing rural teachers with training, resources, incentives and support needed to sustain effective environmental education in the long-term.
- **Develop** community awareness by holding Community Environment Shows, building community environment notice boards, and demonstrating the benefits of environment-related activities and technologies.
- **Strengthen** networks between Schools, Universities, Government Departments, Community Groups and other relevant NGOs to share environmental skills, experience and resources.
- **Measure** and **evaluate** the impact of the strategy and curriculum by undertaking long-term monitoring.
- **Participate** in National and International level events, such as World Environment Day, Arbor Day, and Clean up the World Day.

3. Implementation & Monitoring

The Direct Action Education program will be implemented in 30 rural Primary schools in 20 Communes of Koh Kong Province in the Southern/Coastal Cardamoms, South West Cambodia.

In the first year, 10 schools will receive environmental education and participate in education activities. In the second year, an additional 10 schools will join the program. A School Environment Network will be formed to share experiences and lessons learnt between the Year 1 and Year 2 schools. In the third year, a further 10 schools will join the program and School Environment Network.

Monitoring and evaluating the program's long-term impact is critical to ensure that objectives are attained. Post-graduate students from the Royal University of Phnom Penh will be engaged to carry out independent, long-term monitoring of the Direct Action Education program in all targeted schools and communities as part of their studies. Quarterly monitoring reports will assist to fine-tune the program and ensure that all objectives are met.

Repeat visits to all schools participating in this Direct Action Education program will be made, encouraging students, teachers and communities to provide ongoing feedback on the program's relevance, impact, strengths and weaknesses. All monitoring and evaluation materials will be designed for low literacy levels to ensure that the maximum numbers of community members are able to participate.

The **attached** workplan details the implementation schedule and measurable targets for the 2008-2010 Direct Action Education strategy.

4. Target Audience

- Students

The Direct Action Education program will cater for 8,000 male and female students between the ages of 6-14 in rural schools. All education materials and Student Action Booklets will be suitable for low literacy levels.

- Teachers

Each target school will have between 1-6 teachers. The teachers will have access to ongoing training and detailed Teacher Action Manuals to supplement Student Action Booklets.

- Community Members

Members of the community will be involved in their children's environmental education through participation in Community Environment Shows, accompanying students on environment field trips, and helping maintain community environmental resources such as environmental notice boards, recycling bins, and composting sites.

5. Education Themes

The 2008-2010 vision 'Love Cambodia – Love Nature', has been created to inspire pride in Cambodia's unique and rich natural heritage, exemplified by the Cardamom Mountains.

This vision will be explored through the delivery of four activity-based themes that will include student, teacher and community action:

- Habitat Protection
- Wildlife Protection
- Pollution Prevention and
- Sustainable Livelihoods.

Each theme will be presented through student activity booklets, detailed teacher notes, Community Environment Shows and action-based components (detailed below). By developing the themes through education and participation of schools and communities, long-term environmental actions and benefits will be promoted.

▪ **Summary of selected activities:**

Artistic development

Art is a basis for self-expression and creativity, especially in societies with low levels of literacy. Art will be used as a mechanism for students to demonstrate their vision and pride in their local environment.

Art created by students (including drawings, paintings, and photography) will be shared through the School Environment Network and displayed in their community, as well as in other schools participating in the program. This will help build strong connections between the schools and allow students to share environment-related ideas, messages and experiences with each other.

Student's art will be used to create environment-themed postcards, calendars, posters and other promotional material that will be sold through schools internationally to raise funds for the long-term educational material needs of participating schools.

Teacher workshops

Teachers will participate in 4 half-day workshops annually (one workshop per theme) as part of the development of the School Environment Network. As well as participating in training activities, teachers will be encouraged to form closer working relationships with teachers from other schools participating in the program.

The workshops will build capacity in teaching techniques that will enable teachers to sustain effective environmental education into the future. The workshops will be facilitated by an activity-based education specialist and will involve teachers in environmental activities that will be given to students in the future. The workshops will include role play, hands on activities, training and the use of reference materials developed by the Direct Action Education program.

Community participation

Community members will actively participate in their children's environmental education by being involved in each stage of the "Love Cambodia – Love Nature" Direct Action Education program. Community Environment Shows – interactive, audio-visual group events - will feature student art and performances using costumes and puppets, as well as movies and music. One Community Environment Show will be held per school for each theme (4 per year, per school). Based on current Community Night Show attendance, it is estimated that 500-1,000 community members will attend each Show.

Selected community representatives (parents of students) will accompany students and teachers on field trips to local ranger stations, Phnom Tamao Wildlife Rescue Centre, and Wildlife Alliance's Community Agriculture Development Program.

Community members will be asked to support student activities by provide food scraps to help develop school compost sites, contribute to the placement and use of community bins and the Environment Notice Board, and provide tools where possible to help maintain the school food gardens that this Direct Action Education program will deliver.

We will source all resources (where financially and technically feasible) from local communities, and groups supporting the empowerment of disadvantaged Cambodians.

“Love Cambodia – Love Nature” Education Themes:

Theme & message	Student Action	Teacher Action	Community Action	Outcome
Habitat Protection: <i>The Cardamom Mountains are a very special part of the world – what are the threats to our habitat and what can we do to help protect our local environment?</i>	▪ Discover local habitat with University students using transects. ▪ Tree planting & compost established. ▪ Art, photography & performance at Community Environment Show (CES). ▪ Visit Ranger Station & participate in “Ranger for a Day” experience.	▪ Participate in workshop on habitat protection. ▪ Agree to actively sustain environmental actions in curriculum, including school compost site. ▪ Accompany students to local Ranger Station. ▪ Participate in Community Environment Show (CES).	▪ Help school obtain composting materials (food scraps). ▪ Accompany students to local Ranger Station (selected parents). ▪ Help install and maintain Community Environment Notice Board. ▪ Attend and participate in CES.	▪ 30 Communal composting schemes started. ▪ 30 Communal Environment Notice Boards in place and used to display student art and photography. ▪ 30 Visits to local Ranger Station. ▪ 30 Student art & performance at CES.
Wildlife Protection: <i>Wildlife is important to our environment, our culture, and our livelihoods but faces many threats – what can we do to help wildlife in the Cardamoms?</i>	▪ Discover local wildlife with University students using transects. ▪ Art, photography & performance at CES ▪ Visit Phnom Tamao Wildlife Rescue Centre & participate in species identification with wildlife expert.	▪ Participate in workshop on Wildlife protection. ▪ Accompany students to Phnom Tamao Wildlife Rescue Centre ▪ Participate in CES.	▪ Accompany students to Phnom Tamao Wildlife Rescue Centre (selected parents). ▪ Attend and Participate in CES and learn about wildlife & relevant laws from visiting Ranger.	▪ 30 Visits to Phnom Tamao Wildlife Rescue Centre. ▪ Art and crafts used on Environment Notice Board to promote wildlife protection laws and community action. ▪ 30 Student art & performance at CES.
Pollution Prevention: <i>Pollution negatively impacts our health as well as our environment – how can we help prevent pollution?</i>	▪ Clean School strategy implemented (school grounds clean up, bins installed, water testing and filtration). ▪ Pollution prevention art, photography & performance at CES. ▪ Invite community to see their children’s clean school.	▪ Participate in workshop on pollution prevention. ▪ Promote use of bins in school and community. ▪ Participate in CES.	▪ Visit their children’s clean school. ▪ Help install and maintain Community bins, including recycling bins. ▪ Participate in CES.	▪ 30 Clean schools. ▪ 90 Bins installed and used in School and Community, including recycling bins. ▪ Art and crafts used on Environment Notice Board to promote pollution prevention and community action. ▪ 30 Student art & performance at CES
Sustainable Livelihoods: <i>What are sustainable livelihoods and how will they benefit my family and Community now and in the future?</i>	▪ Food garden planted on student compost site project. ▪ Sustainable livelihood art, photography & performance at CES. ▪ Basket weaving. ▪ Visit Community Agriculture Development Project.	▪ Participate in workshop on sustainable livelihoods. ▪ Help sustain school organic food garden. ▪ Accompany students to Community Agriculture Development Project. ▪ Participate in CES.	▪ Help maintain school food garden. ▪ Accompany students to Community Agriculture Development Project (selected parents). ▪ Participate in CES.	▪ 30 School food gardens planted. ▪ 30 Visits to Community Agriculture Development Project ▪ Art and crafts used on Environment Notice Board to promote sustainable livelihoods. ▪ 30 Student art & performance at CES.

PROGRAM BENEFITS

The 2008-2010 strategy will provide benefits to the development of environmental education and long-term awareness of environmental issues by:

- Integrating student, teacher and community education into a set of clearly definable actions and objectives.
- Developing human resources through direct environmental actions based on simple yet effective environmental techniques such as recycling, water purification, and composting.
- Generating the next generation of Cambodian teachers, scientists and conservationists by sponsorship of national University students to participate in the long-term monitoring and development of the education program.
- Integration with Wildlife Alliance's wildlife and forest protection and alternative livelihoods programs in the region.

Direct results of the 2008-2010 strategy:

Increased environmental understanding leading to behavior change:

- Measurably increase the level of environmental understanding among 8,000 primary school students, their teachers, and communities in the Cardamom Mountains region of Cambodia by 45%.
- This will be demonstrated through pre and post school education surveys and community questionnaires, suitable for low literacy levels.

Student, Teacher and Community Action:

- Schools and communities participating in Direct Action Education program will help install, use and maintain:
 - 90 recyclable, organic, and non-recyclable bins (3 per school/community)
 - 90 water testing and filtration equipment (3 per school/community)
 - 30 school composting sites (1 per school)
 - 30 school food gardens (1 per school)
 - 30 Environment Notice Boards that will be used to display student art, information on wildlife, habitat, pollution and land-use laws (1 per community)
- The use and success of these facilities will be monitored throughout the life of the program by post-graduate students from the Royal University of Phnom Penh as part of their studies.

School Environmental Network:

- A School Environment Network will be created to share skills, experience and resources among teachers and students.
- An extension of this Network will incorporate international schools in the capital, Phnom Penh, as well as schools in other countries such as, Australia, the U.S.A, Canada and France.
- The success of the Network will be monitored through the level of correspondence between schools, and the level of funds raised through the Network for educational resources.

SUSTAINABILITY

The 2008-2010 strategy will build two levels of sustainability:

1. Sustainability at the community level: students, teachers and community members will benefit from simple yet effective environmental technologies that

they will help install, use and maintain; the School Environment Network will enable schools to generate revenues to support material costs for sustaining effective environmental education into the future.

2. Sustainability at the national level: the program will be developed as a model for further application in Cambodia by the Royal Government of Cambodia. The integration of post-graduate students from the Royal University of Phnom Penh (or other suitable institutions) into the 2008-2010 strategy will help develop capacity among the next generation of scientists, researchers and educators.

INDICATIVE BUDGET (ABBREVIATED VERSION)

Implementation of the 2008-2010 strategy as described will require **\$446,496**:

Description	Year 1	Year 2	Year 3	Total (US\$)
Personnel	35,504	37,124	38,744	111,372
Equipment and equipment maintenance	27,520	2,646	2,778	32,944
Educational supplies	39,140	34,240	34,240	103,620
Travel	35,860	35,860	35,860	107,580
Contractual Services	23,460	13,460	13,460	50,380
Operating costs	12,200	12,200	12,200	36,600
Total	173,684	135,530	137,282	446,496

PROJECT AGREEMENT

between

the Ministry of Education, Youth and Sports

of the Kingdom of Cambodia

and

WILDLIFE ALLIANCE



Project Description:

- ❖ Project Name : Mobile Environmental Education
- ❖ Organization Undertaking the Project: Wildlife Alliance
- ❖ Major Donor : United States Fish and Wildlife Service (USFWS)
- ❖ Project Location : District Various Province Koh Kong
- ❖ Duration of the Project : Three years
- ❖ Total Budget for duration Project (USD): TWO HUNDRED SEVENTY SEVEN THOUSAND FIVE HUNDRED & FORTY TWO USD (\$277,542)
- ❖ Number of expatriate staff to work in the project: One (1)
- ❖ Number of local staff to work in the project: Four (4)
- ❖ General aims of Cooperation and Assistance:
 1. **Develop** an integrated, action-based environmental education program based on the vision "Love Cambodia, Love Nature" that will be explored through four themes: wildlife protection, habitat protection, pollution prevention, and sustainable livelihoods.
 2. **Deliver** the program to 8,000 Students aged 6-14 throughout 30 schools in the Koh Kong province during 2008-2010 (see supporting Program Strategy, Annex A for proposed community locations).
 3. **Build** a School Environment Network between the 30 schools participating in this program; to build skills, share experience and resources
 4. **Identify** and generate potential revenues for the provision of further educational materials and resources for participating schools.

Introduction:

Wildlife Alliance, a US-based non-profit organisation, has been implementing the Cambodia Conservation Program since 2000 with a Memorandum of Understanding from the Ministry of Foreign Affairs and International Cooperation.

Wildlife Alliance's Cambodia Conservation Program is situated in the Southern/Coastal region of the Cardamom Mountains in South West Cambodia. The Cardamom Mountains are the largest remaining continuous forest range in Asia, supporting populations of threatened species including Asian elephants, Indochinese tigers, Siamese crocodiles and Royal turtles. Composed of 16 different vegetation types, the Cardamoms represent the key watershed and act as the climate regulator for the region, feeding 155 km of rich coastal fisheries that ensure the survival of over 100,000 people.

The mobile education program and strategy for 2008-2010 will focus on the Southern/Coastal Cardamoms, delivering environmental education and building capacity of teachers in order to have a measurable impact on awareness and behavior of local communities.

The Royal Government of Cambodia's Ministry of Education, Youth and Sports and Wildlife Alliance both understand the importance of education in the development of Cambodia and the importance of environmental conservation education.

Project Purpose

The project refers to a mobile education centre (a modified bus) that will provide wildlife and conservation education to school children and local communities in Koh Kong province with the objective of raising environmental awareness and changing long-term behavior that damages the environment including non-sustainable use of environmental resources (logging of forests, wildlife hunting and trade), pollution (waste and chemical disposal) and non sustainable livelihoods (slash and burn cultivation and unsustainable fishing practices).

The project will develop and deliver environmental education through 'Direct Action Education' to 8,000 primary school students from 30 rural schools, based on the principle of "Understanding through Involvement".

Wildlife Alliance's team of experienced environmental educators will make repeat visits to rural schools and work with students to make environmental education relevant, interactive, and creative; involve community members in environmental technologies and actions; and provide rural teachers with the training, resources and support needed to sustain environmental education activities in to the future.

Specifically, the project will follow the objectives of the three year strategic plan (2008-2010) as attached and summarized below:

- ❖ Focus on schools in Koh Kong Province, reflecting Wildlife Alliance's commitment to the protection of the Southern Cardamoms.
- ❖ Develop four environmental modules that will be delivered in the course of each year: Habitat protection, Wildlife protection, Pollution prevention, and Sustainable livelihoods.
- ❖ Provide repeat visits to selected schools to strengthen environmental lessons and understanding.
- ❖ Deliver immediate, positive impacts on the local environment through hands on, creative and direct actions with participation of rural students, teachers, and community members.

Detailed Terms of Agreement

The Ministry of Education, Youth and Sports
and Wildlife Alliance
agree as follows:

Article I

General Terms of Agreement

- 1.1 The general scope of this agreement is for the Ministry of Education, Youth and Sports and Wildlife Alliance to cooperate in the development, the implementation and the evaluation of the project within the Cambodian Government's policy guidelines.
- 1.2 All details of the program implementation will be discussed and carried out in cooperation with the respective Provincial Koh Kong Directorate.
- 1.3 Location of any building renovation or construction will be discussed in full with the Ministry of Education, Youth and Sports and to be agreed by the Ministry before any work begins. Architectural designs will conform to national standards.
- 1.4 The project start date is June 1, 2008 and will continue until May 31, 2011.
- 1.5 Wildlife Alliance in partnership with the Ministry of Education, Youth and Sports, will review the project at least 3 months prior to its finishing date. After this review, a mutual decision will be taken whether to stop the project at the appointed time, or seek an extension for a further period.
- 1.6 Copies of this Agreement are held by the Ministry of Education, Youth and Sports and Wildlife Alliance and form the basic guide for cooperation and work.

Article II

Wildlife Alliance Agrees:

- 2.1 To respect the policy of the Ministry of Education, Youth and Sports of the Kingdom of Cambodia and to respect the Cambodian tradition and culture.
- 2.2 To work toward meeting the following specific project objectives:
 - a- Focus on schools in Koh Kong Province, reflecting Wildlife Alliance's commitment to the protection of the Southern Cardamoms.
 - b- Develop four environmental modules that will be delivered in the course of each year: Habitat protection, Wildlife protection, Pollution prevention, and Sustainable livelihoods.
 - c- Provide repeat visits to selected schools to strengthen environmental lessons and understanding.
 - d- Deliver immediate, positive impacts on the local environment through hands on, creative and direct actions with participation of rural students, teachers, and community members.
 - e- Involve and build capacity of provincial teachers to enable skills transfer and long-term delivery of the environmental education modules.

- 2.3 To work closely at all times with the Ministry counterparts in order to maximize the transfer of skills and to strengthen Cambodian technical expertise and capacity.
- 2.4 That any report or article for publication, resulting from this project collaboration, shall be referred to the Ministry of Education, Youth and Sports for comment and shall be regarded as the joint property of Wildlife Alliance and the Ministry of Education, Youth and Sports recognizing both.
- 2.5 To regularly attend the meeting called by the Ministry of Education, Youth and Sports to coordinate the ongoing project activities, sharing information and problem solving.
- 2.6 To effectively use the approved budgets to meeting the stated objectives:

PLAN EXPENDITURE IN US DOLLARS	YEAR 1	YEAR 2	YEAR 3	TOTAL*
Expatriate Cost: off shore and in country	0	7,200	7,200	14,400
Cambodian Staff Cost	23,148	23,423	23,713	70,284
Office Overheads	10,954	10,954	10,954	32,862
Total Indirect Cost	34,102	41,577	41,867	117,546
Support to Cambodian Government Staff	2,200	2,250	2,303	6,753
Training Cost	3,000	3,500	4,000	10,500
Workshop	2,000	2,000	2,000	6,000
Material and Equipment	34,340	34,340	34,340	103,020
Commodity Aid: other	0	0		0
Transportation and Travel	8,400	8,400	8,400	25,200
Maintenance and Renovation Cost	0	0	0	0
Construction Cost	0	0	0	0
Emergency relief Aid or Insurance	1,580	1,580	1,580	4,740
Monitoring and Evaluation	1,200	1,260	1,323	3,783
Total Direct Cost	52,720	53,330	53,946	159,996
Total Project Budget	86,822	94,907	95,813	277,542

- 2.7 To provide the Ministry of Education, Youth and Sports with annual reports based on the calendar year including:
- Statements on activities and progress towards achieving the objectives.
 - Problems relating to project implementation.
 - Financial expenditure (by categories as above).
 - Information on number of expatriate and national staff and their roles.

Article III

The Ministry of Education, Youth and Sports Agrees:

- 3.1 Where appropriate to designate suitable counterpart (at Ministry, Province and or District levels) to work with Wildlife Alliance staff in order for the project activities to be implemented in a cost effective timely manner.
- 3.2 That Wildlife Alliance can employ Cambodian personnel to work for the programs, in accordance with the current written laws of the Kingdom of Cambodia.
- 3.3 To facilitate, where appropriate, and needed for program implementation, the granting of visas for approved personnel and consultants affiliated with activities undertaken within the terms of this agreement.

- 3.4 To facilitate, where appropriate, exemption from custom importation duties and fees for imported items used in support and implementation of project activities.
- 3.5 To facilitate, where necessary, the transfer of project materials, supplies and equipment from the port of entry to Phnom Penh and onwards to the project location in province or district.
- 3.6 To promote efficiency and transparency in location levels for service management by ensuring that the organization receives timely information on activities and financial reports to effectively manage the project.
- 3.7 To ensure that the Province or District(s) promote open communication with the organization to assist planning, management and problem solving.
- 3.8 The Ministry of Education, Youth and Sports shall provide a written response within 30 days of receipt of documentation.

Article IV

General Clause

- 4.1 The Project Manager of the Mobile Environmental Education Project, or an officially designated representative, is authorized by Wildlife Alliance to act on its behalf with the Ministry of Education, Youth and Sports.
- 4.2 Written amendments to this Agreement may be made with a mutual agreement and approval, signed by both parties after due consideration.
- 4.3 This Agreement may be terminated in an emergency situation by a joint decision taken by official representatives of the Ministry of Education, Youth and Sports and Wildlife Alliance after joint consultation and consideration.
- 4.4 The Ministry of Education, Youth and Sports of the Kingdom of Cambodia (Department of Cultural Relations and Scholarship and Department of Primary Education) reserves the right to follow up and monitor all the activities of the Mobile Environmental Education Project.
- 4.5 Wildlife Alliance shall be entitled, after discussion with the Ministry of Education, Youth and Sports to bring an end to this Agreement, if it judges that cooperation is insufficient for effective implementation of the project, or that the security of its personnel or property is in danger due to war, hostilities or other grave disturbances.
- 4.6 The Ministry of Education, Youth and Sports, after discussion with the organization, and on advice from the Ministry of Foreign Affairs and International Cooperation shall be entitled to request Wildlife Alliance to terminate the in country employment of any individual in their employ, judged to be bringing the Ministry of Education, Youth and Sports into disrepute, or conducting themselves in an unprofessional manner. If such a request is made, the organization would follow due process.
- 4.7 The Ministry of Education, Youth and Sports, after discussion with the Council for the Development of Cambodia (CDC) and the Ministry of Foreign Affairs and International Cooperation shall be entitled to bring an end to this Agreement if the accredited representatives of Wildlife Alliance are judged not to be fulfilling the Article II of this agreement.
- 4.8 Should the laws in force in Cambodia not be respected by Wildlife Alliance the Ministry of Education, Youth and Sports may, after due notice to the organization, bring an end to this Agreement.
- 4.9 This Agreement shall take effect from the date of signing, and shall remain in effect until the project end date, as stated in clause 1.4.

This Agreement is presented unaltered, in 2 originals, Khmer and English, all texts being equally authentic and of equal value. In case of divergent interpretations, the Khmer text shall prevail.

Signed this 20 day of August, 2008, in Phnom Penh, Cambodia.

Signatories:

For Ministry of Education, Youth and Sports *KK*



Kol Pheng
Kol Pheng, Ph.D.

For Wildlife Alliance



Souanna
Souanna GAUTLET
country Director

Attachment 3: Elephant Storybook and Games

Elephant Poster Game Instructions

A. There are 25 questions on 25 card games. The question are:

1. How many years can an elephant survive in its whole life?
2. How much does an elephant eat per day?
3. What does an elephant do when it get hot?
4. Does a female elephant have tusks?
5. Does the elephant have a backbone?
6. In the forests of Cambodia, what are the biggest wildlife?
7. How much does an elephant weight?
8. How many liters of water does an elephant drink per day?
9. Are there many or few elephants in Cambodia?
10. Does the elephant prefer to live alone or in a herd?
11. Does an elephant have a short trunk or long trunk?
12. How many toenails does an Asian elephant have?
13. Do elephant need a big or small area to live in?
14. How are an elephant's ears shaped? Big or small?
15. Does elephant need to have sex?
16. How many tusks does an elephant have?
17. Could elephants' dung be made into compost?
18. Do elephant like eating fruits?
19. Is an elephant's hair soft or hard? Is its skin thin or thick?
20. Do elephants have teeth?
21. How tall is an elephant?
22. Does an elephant have tongue?
23. How can an elephant breathe?
24. How many baby elephant can be born birth at a time?
25. How much liters of water could an elephant's trunks store?

There are other instruction cards and one lucky card.

B. How to Play

It is required 4 people to play. There are 4 steps in the posters. These steps are known as "Pateas". Each player would call their own step "Pateas" which means "home" in English. There are three "Square Lines". To win the game, he/she has to go around the Square Line three times so that they can get the elephant-win!!!

Each player has to:

- Cut the baby elephant into 4 pieces and place in each Pateas which belongs to each player
- Toss up the die to go ahead regarding to the numbers appear after tossing
- Go ahead on the "round points" on the poster game
- When your die is on the symbol of "Question Mark", player has to choose one card to see if there is a question. If there is, the player has

to answer the question read out loud by one of the players. If the player gets the correct answer, he/she can go to the next “round point”

- If a player answers incorrectly, he/she is not allowed to go ahead and the one who is on the right hand has to take turn playing.
- When he/she go around the Square Line and get back to his/her Pateas, he/she can go up to the second Square Line and continue to toss the die and go ahead.
- When the players are done with the three Square Lines, they can reach the elephant and win!!

C. Note:

- There is a lucky card among the 25 cards. When the player picks up the Lucky Card, he/she is allowed to go past three “round points”.
- Remember that the Lucky Card has to be put back with other cards when it is used.
- The card which was answered correctly has to be removed.

Story Book: The Friendship of Children and Elephants (Khmer)

Please see attached color print of the Khmer-language storybook.

Story Book: The Friendship of Children and Elephants (English translation)

P.2-3:

A long time ago, there was a community living near a wildlife sanctuary.

P.4-5:

One day, a group of children went for a walk in the forest behind their community.

While walking, they found several large piles of animal dung which they had never seen before. But they did not recognize what kind of animal dung it was.

Sok, one of the boys in the group, asked: "Oh, what is this? What is kind of animal dung is it and why is it so large? "

All the children ran toward the dung pile and asked: "Oh, does anyone know what this animal dung is?"

"No, no, no," all of them responded.

Elephants are the biggest mammal on earth.
An elephant weighs between 3,500 kg and 5,000 kg.
You can imagine that this great animal needs to eat a lot!
Elephants eat about 200 kg of food per day,
such as grass, leaves, fruit, tree bark, and other plants.

P.6-7:

Dany, a girl in the group, said: "Let's follow this trail of animal dung and see how big the animal is."

All the children agreed and walked into the jungle.

Sam, a boy in the group, exclaimed: "Oh, there! They are elephants!"

The rest of the children chorused: "That is an elephant!"

They call a group of elephants a "herd" of elephants.
An elephant herd consists of 6-40 elephants.
They call the oldest female elephant in the herd a "matriarch".
The matriarch is the decision maker who decides the time
and place of herd movements. The rest of the members in the
herd follow the matriarch.

P.8-9:

All of the children were so glad to see the herd of elephants and followed them into the jungle far away from their community, into an area where they had never been before. Then they realized that they did not know the way back home. They were frightened and asked:

“Did anyone see the way home?”

“No, no, no,” all of them responded.

Sopheap, a boy in the team, exclaimed: “If so, we have lost our way back home! I am so scared!”

He almost cried.

Elephants can hear soft sounds that humans can’t hear, and are able hear voices of other elephants from a long distance.
An elephant uses its ears to flap like a fan to cool itself when it feels hot.

P.10-11:

Several young elephants heard the children’s discussion, approached the children, and asked: “Hi everybody, can we be friends with you?”

“Hello young elephants!” the children responded. “We are all glad to be your friends.”

One young elephant told the children: “We heard that you are lost, but don’t worry, we will ask our mothers to accompany you back home.”

An elephant’s trunk is its nose.
It can be about 2 meters in length and weigh 140 kg.
Besides being used for breathing and smelling, it can fulfil many other duties. An elephant uses its trunk to retrieve food, drink, and spray water to wash its body. It can also make loud noise and express its feelings, such as sorrow and love.

The trunk can carry approximately 6 liters of water and it looks like a soft and flexible pipe.

P.12-13:

“My dearest friends, said one of the elephants, “please follow me, I will accompany you to visit the sites in this jungle, then our mother will accompany you back to your community.”

The herd of elephants accompanied the lost children back home.

When an elephant relocates
it always seeks a partner from a different herd.

P.14-15:

The herd of elephants accompanied the lost
children back home safely and said goodbye.

Elephants need a large area in which to live and
move from one place to another. Sometimes, they
cross public roads or community plantations,
which is very dangerous for the elephants.
If wilderness areas are linked by forest, it helps
elephant herds to travel between areas safely.

P.16-17:

Time passed. One day, the young elephants missed their little friends and
decided to visit them. The elephants almost reached the community when
suddenly they met a group of wildlife hunters.

The wildlife hunters shouted to their partner: "Hurry up! Hurry up! Open fire to
kill those elephants!"

At the same time, the children who are friends of the young elephants reached
the scene and shouted at the wildlife hunters to stop:

Sok politely mentioned: "I beg your pardon, please don't kill these
elephants because they are my good friends. They came here to visit us.

My grandmother told me that elephants are rare and threatened
with extinction in our country."

Elephants are mammals that take good care of their babies.
Adult elephants shield their young by using
any means to protect them from danger.
Sometimes elephants will attack hunters
to stop them from harming their herd.

P.18-19:

Sam also courteously talked to the hunters: "Don't you know? I still remember
my teacher's lecture that *"If anyone kills protected animals like elephants in our
country, they are breaking the law and will go to prison"*

So please don't kill these elephants!"

Dany considerably spoke to the hunters too: "I remember my grandfather's
words that *"Elephants are a very interesting animal, they were involved in building
the Angkor Wat temples and they are now contributing to ecotourism"*.

Over 200,000 elephants were used to assist in building the great Temples of Angkor. Imagine how many elephants lived in the jungle during that time!

Currently, there are only about 200 elephants left in our country. If we do not help to protect them now, they might become extinct from our country and disappear forever.

P.20-21:

A group of old villagers returned from the Buddhist pagoda and passed by the scene with the elephants and heard about the story.

Then, they also emphasized the important roles of wildlife and natural resources surrounding the community, especially elephants, which are endangered and have almost disappeared from our country.

The wildlife hunters replied: "After listening to all of your reasonable explanations, I now understand."

"Hey, what do you think?" one of the hunters asked another.

His friend responded: "Now, I acknowledge and understand the importance of wildlife, especially elephants. We have learned a lot about them and we promise to stop killing wildlife because wildlife is extremely important to all of us. From now on, we promise that will participate in the protection of wildlife."

Then, the wildlife hunters said goodbye to the children and village elders.

Let's all help in protecting wildlife and natural resources for future generations.

The hunting of elephants and other species of wildlife is prohibited. Hunting elephants and destroying their environment in Cambodia is not just a shameful thing to do, it is also against the law.

P.22-23:

The main elephant was so glad that it said: "I represent the elephants and would like to thank you all."

Lastly, the youngest elephant spoke to the children: "Oh dear, if you did not help us on time, some of us would have been killed."

We will never forget your kindness. We say goodbye to you all, and pray for peace and happiness in your community."

Questions to review the story:

P.24

1. What kind of animal dung do the children see?
2. Is the animal dung big or small?
3. When the children see the animal dung, do they know what kind of animal dung it is?
4. When the children lose their way in the jungle, who do they meet? Then what did they do?
5. The young elephants request the children to be their what?
6. When the young elephants become good friends of the children, are they happy? Who accompanies the children back to their community?
7. What kind of obstacle meets the herd of elephants when they go to visit the children at the community?
8. What do the hunters want to do to the elephants?
9. Do the children prevent the hunters from killing the herd of elephants? Why?
10. Does anyone meet the children, the herd of elephants, and the hunters? What kind of advice do they give to the hunters?
11. What is the decision of the hunters after hearing the explanations of the children and the advice from the village elders?
12. Does the herd of elephants thank the children and village elders? Why?
13. If the children did not meet the hunters at the scene, would the hunters have killed the elephants?

Attachment 4: Map of Schools Visited in Workplan

