



## **Environmental Education and Environmental Awareness in the Boé**

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### *Implementation plan - final report*

This document is the final report on the implementation plan carried out during the months of October and November 2013. Such plan provided training, technical support and had the objective to enhance the communication skills of staff and members, teachers and radio journalists not only in the village of Beli but also other villages located at the Boé – Guinea Bissau

# Environmental Education and Environmental Awareness in the Boé

## Implementation plan report

This initiative is funded by Chimbo Foundation

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Author:

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Benefits:

This plan has per objective the empowering of local participants while promoting conservation.

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“Environmental problems were created by men and women and from them the solutions have to come. These won’t be deeds of geniuses or politicians but the deeds of citizens”

*Reigota*

# 1. INTRODUCTION

As a part of the selecting procedure for applying candidates to the “Programme Manager” vacancy within Chimbo, a volunteering program was planned and offered me; to be carried out during the months of October and November 2013.

My tasks during these 2 months spent in Beli were all related to environmental education and the raise of environmental awareness for adults and children. The following assignments were offered:

Provide training to:

- Staff and local radio journalists (provide substantive improvement in their environmental education oriented radio programs).
- Primary school teachers (how they should deal with environmental education).
- Future guides (how can you help a student or tourist in the field / how to pass your field knowledge and get your message across/ how to increase your field knowledge / GPS and compass use / English etc.).

An implementation plan proposal was approved by Annemarie Goedmakers and the adjusted activities were the following:

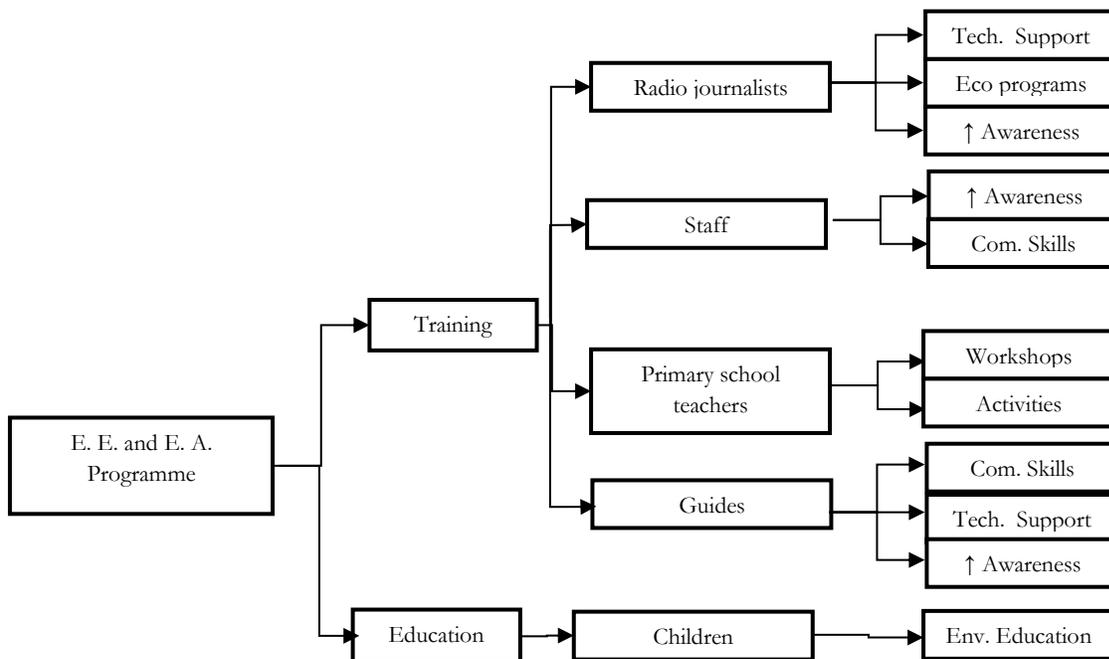


Figure 1: Activities organogram

## 2. METHODOLOGY AND ACTIVITIES

Taking in consideration the different target groups and their living contexts, training was provided as a two-way learning process; a technique where the trainer respects the knowledge, learning process and perspectives of another people and recognizes that he/she is learning about another culture and knowledge system at the same time as sharing his/her own knowledge. Trainings were divided in theoretical classes and practical activities where the people involved had the opportunity to apply their gained knowledge.

### 1.1. Guides workshop

A workshop of three days was planned to teach the guides about work ethics and communication skills, the workshop focused also on “Ecological literacy”, meaning that the guides also got theoretical training about the importance of nature and on some technical terms used in Ecology.

The workshop took place on the 28<sup>th</sup>, 29<sup>th</sup>, and 30<sup>th</sup> of October 2013, just before the people started leaving to the rice fields. It consisted of 1 morning of theoretical content, 2 excursions (one before and the other after the theoretical presentation) and a half day of group’s dynamics (focused on enhancing communication skills and on dealing with different cultures).

Dates	Morning	Afternoon	Evening
28.10.2013	<ul style="list-style-type: none"> <li>• Arrival</li> <li>• Meet and greet</li> <li>• Briefing/lecture</li> </ul>	Excursion 1  Knowledge assessment	
29.10.2013	Theoretical presentation	Group’s dynamics/Reflection	Educational movie
30.10.2013	Excursion 2  Gained knowledge	Farewell	

Table1. Tour guide’s workshop

The invitations to the workshop were handed to people during the “Plataforma Horizontal” meeting and in total, 12 people participated from different villages.

The participants list:

- Balu Sera – Beli
- Braima Sane – Beli
- Adulai Culubali – Dinguirai
- Amadu Uri Djalo – Dandum
- Manga Boi Culubali – Capebonde
- Adidjatu Camara – Dinguirai

- Bucari Camara – Beli
- Braima Djalo – Dinguirai
- Sene Culubali – Balandugu
- Bilali Sidibe – Burquelem
- Djam Queta – Dinguirai
- Amadu Sane - Beli

The first excursion happened before the theoretical content was presented to the group. This way, it was possible to assess the group’s knowledge level.

The second day started with a morning of theoretical talks about the importance of nature, and the presentation of a guide’s code of conduct, together with basic tips on the improvement of communication skills. The afternoon was dedicated to dynamics where the group could reflect upon the importance of getting their message across and also on dealing with different cultures.

On the morning of the third day, a second excursion took place. Participants were divided in two groups where every participant would have a determined time to “play the guide” and apply the knowledge gained in the workshop during its “guiding moment”.

After lunch, the workshop came to an end and feedback in general was quite positive.

During a meeting with Bucari Camara, I came to know that the idea is to return the language classes to the guides.



Figure 2: First field excursion.



Figure 3: Group dynamics: “follow the (tour) leader”



Figure 4: Group communication dynamics: “Chinese whispers.”

## 1.2. Radio workshop

This workshop took place during the 15<sup>th</sup> and 18<sup>th</sup> of November and aimed the improvement of the journalists internal and external communication skills and the construction of a dynamic and participative radio program which will not only offer information but also entertainment to the local population.

Upon the time that this workshop took place, unfortunately the radio was defective and hadn't been working for a few weeks.

The following participants were present:

- Fatumata Seidi
- Issaga Sane
- Bucari Camara
- Aisatubela bandjai
- Braima Sane

This workshop was divided in theoretical and practical parts. The theoretical part of the workshop addressed the importance of an environmental educational program via radio, how to build one and insight in ecological concepts.

During the practical part of the workshop, participants (This day Amadu Sane was also present) were able to put together a 30 minutes program that is supposed to go on air once a week as soon as the radio works again.

The Radio program framework is divided in different parts.

- The “Boletim Verde” (the Green Newsletter): a small informative program consisting of notes on topics related to the environment in the region of Boe. As an informative news program, the Green Newsletter will keep the public informed on cases related to the environment in the region. For example, occurrences of poaching and its consequences, current activities of Chimbo foundation in the region, environmental and community initiatives, etc. This space can also be used to notify the appearance of wild species in the

region viewed by the local community. Here also concepts can be explained to the community (meaning of the word environment, biodiversity, etc.)

The newsletter has an average of 6 minutes and is presented by the journalists.

- The Teacher Answers:

Frame with educational, informative and participatory nature. With the participation of a biology teacher or other person educated in environmental sciences (mainly Joost but also some of the volunteers from Chimbo foundation may represent the teacher) answering questions about the environment, made by the listeners. The public can participate through direct contact with the broadcasters or by calling the radio telephone line.

- The animal of the hour:

In this space, a different animal of the African wildlife will be presented to the audience in each program; the journalist will explain interesting facts about the animal, also informing the population about the importance of each species for nature.

Mean duration: 3 minutes.

- Sound of nature:

Disclosure of songs that have real sounds of nature like rain, rain forest, singing frogs, etc. (music offered by Tamara)

The average duration of the framework is 5 minutes.

### 1.3. Teachers' workshop

This compact workshop had the focus on the importance of fitting environmental education in the school calendar and to integrate it in different subjects.

A big part of the theoretical lecture was also dedicated on explaining important concepts of environmental education, nature conservation and nature in general. The level of the teachers was lower than expected by me and I consider of vital importance that the teachers could understand words such as “sustainable”, “environment” and “nature” before they could effectively use the pedagogic guide that each village got to be used with the children at school.

As a practical part of this workshop, the participants were divided in small groups. Each group chose one theme of the pedagogic guide which they studied, analyzed and made a short presentation in the end on how did they plan to use that theme with their classes.

I also provided a manual with the content of my lectures and the explanation of many concepts related to environmental education. In this manual there were also different ideas of how could they simply introduce environmental education in their classes and how to develop different outdoor activities with the children where the children could actively learn how to me more sustainable citizens.

The following people took part of this workshop:

- Gueladjo Cassama – Sutumaca
- Jorge Lai Camara – Pataqui
- Augustinho Pate Serra – Beli
- Sadjuma Queita – Dinguirai

- Mamadu Serra – Colebe
- Samba Sane – Lugadjole
- Sadjo Serra – Cobolo
- Sadjo Camara – Tchancum – Sate
- Mamadu Camara – Dandula
- Aissato Bela Bandjai – Beli
- Issaga Sane – Beli

#### 1.4. Children and Adults of Beli

During the months of October and November, twice a week, a movie evening took place at casa Daridibo in Beli.



Figure 5: Children’s movie night, featuring: Chimpanzee.

Every Monday evening children from 2 to 14 years old would come to Casa Daridibo to watch nature movies and after that a reflection moment would take place where the children could tell what they learned from the film and what their favorite part was. I also used this moment to teach them about different themes. The average attendance was quite high between the children. Normally 50 children would be present in these sessions. Julio, from Fonda Huuwa would help me not only with the translation of the movie but also during our reflection moment. He proved to be very reliable.

Every Thursday evening teenagers and adults from the age of 14 and older would also come to Casa Daridibo for nature movies. The attendance here varied a lot. Sometimes there would be as much as 30 people present

and sometimes as little as 5. People, however, were always very open to it and also participated much during the reflection moments after the movie.

Since the teachers in Guinea Bissau were still on strike, I used 2 hours of each morning from Monday to Friday to teach the children from Beli about nature. My classes were divided in two. The first class was aimed for children from 2 up to 6 and the second, for children from 7 to 14.



Figures 6 and 7: Citizenship classes - How to be an environmentally conscious citizen.



Figure 8 and 9: first class learning about the chameleon

### 3. RESULTS AND DISCUSSION

Both workshops had very positive feedback; participants were quite enthusiastic about it and actively participated not only during the theoretical lectures but also during practical assignments. When the invitations for the guides' workshop were distributed during the "Plataforma Horizontal" meeting, I was not sure of how many people would come, if there would come people at all. I was pleasantly surprised on the first day when 12 participants showed up. Thought the guides' workshop lasted for 3 days, only basic subjects could be tackled. My focus was mostly on work ethics, communication and on how to deal with different cultures. There was also an attempt on transferring specific knowledge on ecology to the participants. The time however, proved to be short and it was not possible to further than a theoretical introduction to ecology and the familiarization with ecological terms.

Because of lack of time and other unforeseen practical matters, the teachers' workshop had to be changed a couple of times and after all it was decided the best and most efficient way was to give one workshop in Beli, directed to the teachers of Beli and Pataqui. The other villages would receive their workshop as well but in a different way. Issaga Sane and Aisatubela Bandjai were capacitated on this and should be responsible for the workshops outside Beli. The plan was for them to go to different villages and perform the same workshop in each one of them. As said before, attendance of the workshop was satisfactory and to my surprise, people were eager to come. A clear example of this is that thought the invitations were given only to Beli and Pataqui's teachers, many more showed up and the teacher's workshop received teachers from 9 villages. We had to spend more money on food for everybody but the good thing about so many people coming from different villages is that many more people could be reached in one time and fewer villages had to be visited for this purposes, saving on fuel and work hours costs. Taking in consideration the participants motivation and the necessary improvements needed on their skills, my suggestion to make these workshops a regular happening and on both cases, to incorporate specific classes about ecology and environmental education in it.

On what concerns the focus of the teacher's workshop, the pedagogic guide offered by IUCN has a too high level for the Boe teachers. This Guide is focused on marine ecosystems and a bit of work is required from the teachers to adapt it into the Boe reality. It is possible and it is not difficult to do it but I doubt they will efficiently use it. They firstly need more basic knowledge on environmental education to be able to grasp the contents of the guide and efficiently adapt to their reality. The manual written by me and provided to the teachers as a concept backup, however, showed to be of better use. In the future, my suggestion is to formulate a simple pedagogic guide, with specific focus on the Boe for the schools. With the use of a simple language and ideas about practical classes for

children, tackling themes as “garbage”, “gallery forest”, “biodiversity” and the “importance of a vegetable garden” , between others, might be a very useful tool for the teachers.

As known from earlier reports of Chimbo’s workers, the radio equipment of Beli was defective. This influenced the results of the workshop. There were only 5 participants in the first day of this workshop. Nevertheless, more people were present on the second (practical phase) of the workshop and actively participated don the making of an ecological radio program. The main objective of the workshop was fulfilled when a full work frame for the ecological radio program was put together with concepts and ideas for at least 4 programs. Only the performance was missing.

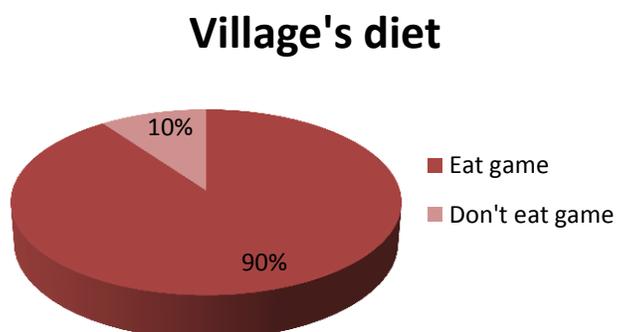
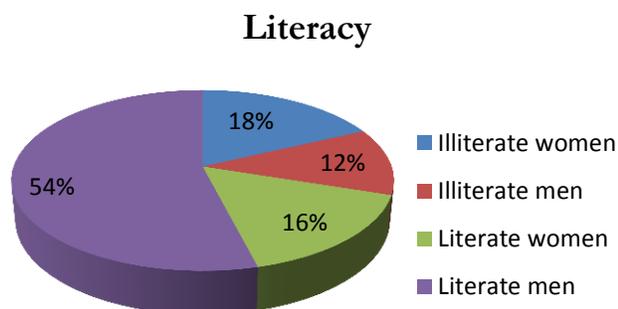
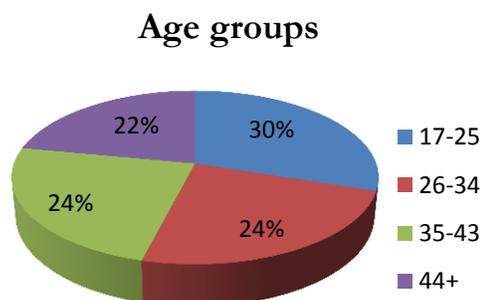
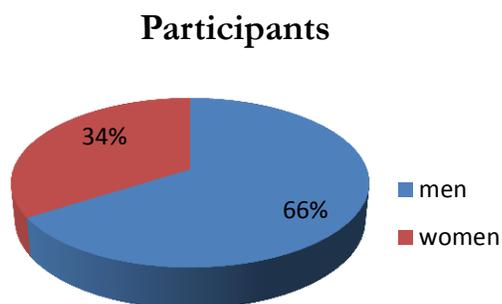
The movie nights (for adults and children) and the spontaneous environmental education classes given directly by me to the children, showed to be the most impacting ones on the population of Beli.

Not even two weeks after the start of these activities, mostly of the community knew me by name and wanted to make sure I understood how pleased they were with my two projects.

At the end of November, a set of questions were put together in order to assess the impact of this implementation plan in Beli. The objective was also to assess the locals’ opinion on the Chimbo foundation and its projects.

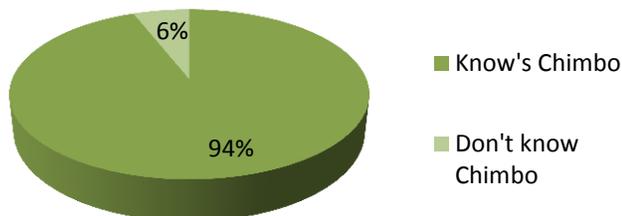
The questionnaire was made up of 45 questions, in its majority closed questions (yes/no answers). In total, 50 people from 50 different households were interviewed.

**Participants’ profiles:**

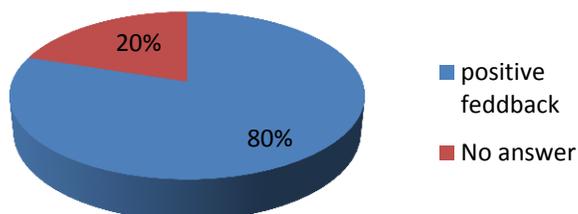


## Assessment of participants' opinions:

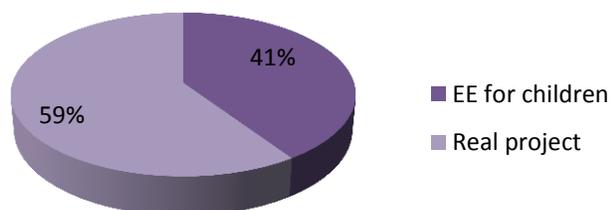
### Population awareness



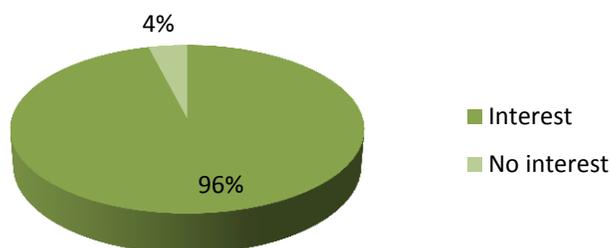
### Feedback on Chimbo



### Village's perception of my work



### New eco radio program



According to the survey results, participants' age ranged between 17 and 61 years, where 30% were illiterate. Up to 94% of the participants were aware of Chimbo's existence, its goals and its mission in the Boé. The feedback on Chimbo's work was also assessed in this survey and results showed that, mostly, people are positive about it; they also believe that the presence of foreigners in the village is important because they contribute for the developing of Chimbo's projects and, indirectly, contribute to the development of the Boé.

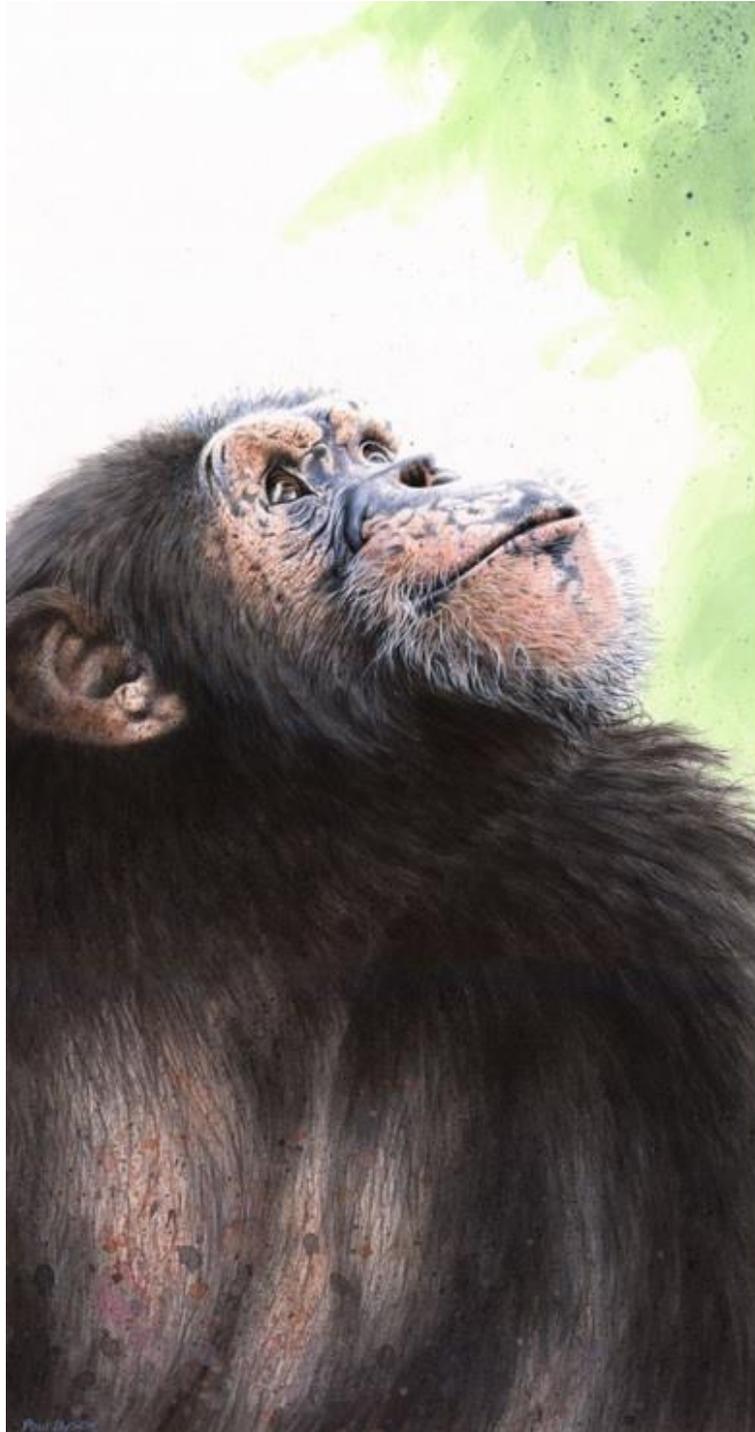
Although being aware of the foundation's work towards nature conservation and the mission of conserving chimpanzee population in the area, most admitted to eat game and when asked the reason wild animals were killed in the area, the number one answer was "food".

Most of the people interviewed knew about my work through these two above mentioned practices (Environmental education for children and the real project). The reason why 41% thought my main work was related to the children might be due to the simple fact that, different from the workshops, the movie nights and the classes dealt with a much larger audience. It also directly affected the community in a short time frame. With the movie nights, information was passed to the participants in an entertaining and informal way. The environmental education classes were very well accepted by the community since it came during a time where the normal school was on strike. The parents were pleased to see effort being invested in their children and the children were absorbing the contents very quickly. These activities also proved to be the ones with the strongest short term results. Attendance was high and the news about Chimbo having a "teacher" for children and adults spread fast.

In a whole, I believe this project was a success because it reached its objectives and dealt with different target groups, managing to reach almost all layers of Beli's population.

It was, however, performed for only two months and only short term results could be measured.

The fact that people (though being aware of importance to conserve the species and to live in a sustainable way) keep depending so much on game to complete their diet and still see wild animals as a source of food show us the urge to invest in environmental education and in the raise of environmental awareness in the Boé. It would be interesting to have an environmental education project, directed to all the different age categories of a community in Beli for a longer period. The eco radio program might be an effective tool on raising awareness and bringing environmental education to the adult population of the region. According to the survey, up to 96% of the participants were open for a new radio program and interested to learn about nature. The advantage of such radio program in comparison with formal environmental education would be that a broader audience could be reached since the Beli radio station transmits to most of the Boé.



## Anex 1: COSTS OVERVIEW

<b>Budget:</b>		<b>100.000,00 Fcfa</b>		
<b>Destination</b>	<b>Date</b>	<b>Description</b>	<b>Amount</b>	<b>Valuta</b>
Project	07.10.2013	Phone card	10000.00	Fcfa
Project	25.10.2013	Oranges (teachers workshop)	4500.00	Fcfa
Project	25.10.2013	Coordinator's house door repair	3000.00	Fcfa
Project	27.10.2013	Groceries guide's workshop	5250.00	Fcfa
Project	27.10.2013	Groceries guide's workshop	45875.00	Fcfa
Project	27.10.2013	Phone card	10000.00	Fcfa
Project	30.10.2013	Cook guide's workshop	15000.00	Fcfa
Project	30.10.2013	extra groceries guide's workshop	3400.00	Fcfa
Project	02.11.2013	school material	7750.00	Fcfa
Project	05.11.2013	Alfa's meals from 11/12/13.10.2013	6000.00	Fcfa
Project	09.11.2013	Groceries teacher's workshop	4300.00	Fcfa
Project	09.11.2013	Groceries teacher's workshop	9000.00	Fcfa
Project	09.11.2013	Children's movie night end party	2400.00	Fcfa
Project	09.11.2013	Children's movie night end party	5000.00	Fcfa
Project	16.11.2013	Cook teacher's workshop	5000.00	Fcfa
Project	23.11.2013	Linen wash (Chimbo's chest)	3000.00	Fcfa
			<b>Sum=</b>	<b>139475.00</b>
			<b>Deficit=</b>	<b>39475.00</b>

Table 2: Project costs

<b>Food budget:</b>		<b>60.000,00 Fcfa</b>		
<b>Destination</b>	<b>Date</b>	<b>Description</b>	<b>Amount</b>	<b>Valuta</b>
Personal refundable costs	10 - 14.10.2013	Food costs	9000.00	Fcfa
Personal refundable costs	15 - 21.10.2013	Food costs	14000.00	Fcfa
Personal refundable costs	22 - 29.10.2013	Food costs	12000.00	Fcfa
Personal refundable costs	30.10 - 06.11.2013	Food costs	12000.00	Fcfa
Personal refundable costs	08.11.2013	Food costs	3500.00	Fcfa
Personal refundable costs	09.11.2013	Food costs	3700.00	Fcfa
Personal refundable costs	10.11.2013	Food costs	3200.00	Fcfa
Personal refundable costs	11 - 15.11.2013	Food costs	14000.00	Fcfa
Personal refundable costs	16 - 24.11.2013	Food costs	14000.00	Fcfa
Personal refundable costs	01.12.2013	Food costs	5500.00	Fcfa
Personal refundable costs	02.12.2013	Water costs	5000.00	Fcfa
Personal refundable costs	02.12.2013	Food costs	9000.00	Fcfa
Personal refundable costs	05.12.2013	Food costs	6000.00	Fcfa
			<b>Sum=</b>	<b>110900.00</b>
			<b>Deficit=</b>	<b>50900.00</b>

Table 3: Personal refundable costs

