



ENVIRONMENTAL EDUCATION PROJECT

REPORT

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INTRODUCTION

Background

The island of Sulawesi is Indonesia's fourth largest island (189,216 km²) and the largest island in the Wallacea Bioregion. Sixty two percent (or 98% if bats are excluded) of the 127 mammal species found on Sulawesi are endemic to the island (Whitten et al, 2001). Much of Indonesia's fauna is currently in decline due to Human activities of hunting and habitat degradation. Environmental education has an important role in promoting a favourable attitude towards the protection of natural resources by local communities.

Goal

To support and contribute to the conservation of rainforest flora and fauna in Southeast Sulawesi.

Purpose

To facilitate the development of a locally targeted environmental education program by the Indonesian non-government organisation (NGO) Yayasan Cinta Alam (YASCITA).

Aim

To improve community environmental awareness about the uniqueness and diversity of the forest, its importance both to them and the environment and the consequences of continued exploitation.

Proposed Objectives

YASCITA Program Development

- To provide YASCITA with training and advice on environmental education techniques in the form of a National Park run course and collaboration with UK volunteers.
- To assist YASCITA in the research, production and distribution of environmental education materials.
- To provide continued support by maintaining regular contact between YASCITA and project members in the UK.
- To establish an effective, long-term environmental education programme that can be run independently after five years of Anoa 2002 collaboration.

Environmental Education for Children

- To reach children throughout Sulawesi by the production and widespread distribution of illustrated, environmentally based story books.
- To establish long-term environmental education into the curriculum of schools in target areas.
- To support teaching with environmentally based teaching materials in the form of packs containing basic information, worksheets, stories and games.
- To provide YASCITA run environmental education workshops for teachers based around use of the teaching materials produced.
- To establish regular communication between YASCITA and schools to update environmental education materials and support teaching.

Community Environmental Education

- To target environmental education towards villages surrounding the Tanjung Peropa Wildlife Reserve.
- To raise environmental awareness in these communities by the production and distribution of posters, books and calendars, featuring the endemic wildlife of Sulawesi.
- To produce an information booklet designed to increase community awareness of conservation issues in Sulawesi and how they are being addressed.
- To encourage communication between stakeholders on conservation issues by NGO facilitation of regular village forums.

METHODS

Preparation

Organisations in the UK and Java gave valuable advice from their experiences and examples of education materials. This preparation gave us experience of a range of successful environmental education methods. Indonesian language training was also very useful and enabled us to make ourselves understood on a basic level.

YASCITA

YASCITA are an environmental NGO in Kendari, Southeast Sulawesi with the vision of "Empowering the role of society in the management of natural resources in Southeast Sulawesi". Their work includes ecosystem monitoring, data collection, work with the community and the established SWARA ALAM (Voice of Nature) radio station and tabloid newspaper. YASCITA had had little experience of environmental education prior to the collaboration agreement with Anoa 2002. This agreement assigned the YASCITA members, Amir and Lily, as counterparts to Anoa 2002 volunteers.



Fig. 1. A nature game at Amolengo Elementary School.

Fieldwork

The villages of Amolengo and Ampera are situated in the Kolono District of Southeast Sulawesi. These villages are positioned between the Tanjung Peropa and Tanjung Amolengo Wildlife Reserves. Before beginning work here, it was important to collect as much information as possible about the local community and their interactions with the

forest. This was done during a week of discussions and informal interviews based on Participatory Rural Appraisal techniques.

Visits to Amolengo Elementary School focused on discussions with teachers and activities with the children. These visits aimed to collect input from the teachers, assess the existing environmental awareness of the children and trial various materials and activities. In between periods of fieldwork, time was spent at the YASCITA offices meeting organisations in Kendari and developing the materials and program structure.

RESULTS

Anoa 2002 was successful in:

- 1) Establishing a one-year collaboration with YASCITA NGO.
- 2) Obtaining support and advice from other environmental Indonesian and international organisations.
- 3) Introducing an environmental education program into the villages of Amolengo and Ampera in the Kolono District of Southeast Sulawesi.
- 4) Receiving local community input to the program through informal interviews and discussion and collecting information on local society, culture and environmental issues.
- 5) Initiating a program in Amolengo Elementary School aimed to improve the environmental knowledge and awareness of children in Classes 5 & 6 (ages 10-12). This included development of curriculum content and supporting education materials and activities.
- 6) Designing a poster and using newspaper and radio to raise community awareness of local environmental issues.
- 7) Organising training for two YASCITA members as environmental education facilitators in Gunung Halimun National Park, West Java.

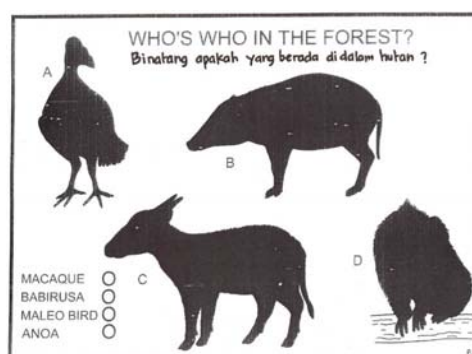


Fig. 2. Worksheet designed by Phil Molyneux (Chester Zoo).

CONCLUSIONS

Although the project was a steep learning curve, many of the above objectives were achieved and we were received with kindness and enthusiasm by all stakeholders. It was quickly realised that a much longer timescale is required to effectively establish an education program of this nature. As a result, the above objectives were revised to make the project reasonable given the time and resources available. Two further UK volunteers are currently continuing work with YASCITA, focusing on development of the program in Amolengo Elementary School.

Preliminary work in the community was vital to design a program specific to the local area. From this information it was clear that many of the overriding community issues

were beyond the scope of Anoa 2002 to address. Therefore, emphasis was given to raising the knowledge and awareness of children as an investment for the future conservation of the area's natural resources.

Feedback from trials of pilot materials and activities is currently being used to develop a number of teaching and community awareness materials through to completion. Anoa 2002 had a definite positive impact and was successful in beginning the development of a sustainable education program to support and promote conservation in Southeast Sulawesi. A presentation was also recently given to the University of Edinburgh Expedition Society on conservation work in Sulawesi, the role of environmental education and the progress made by Anoa 2002.

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APPENDICES

i) Itinerary and Timetable

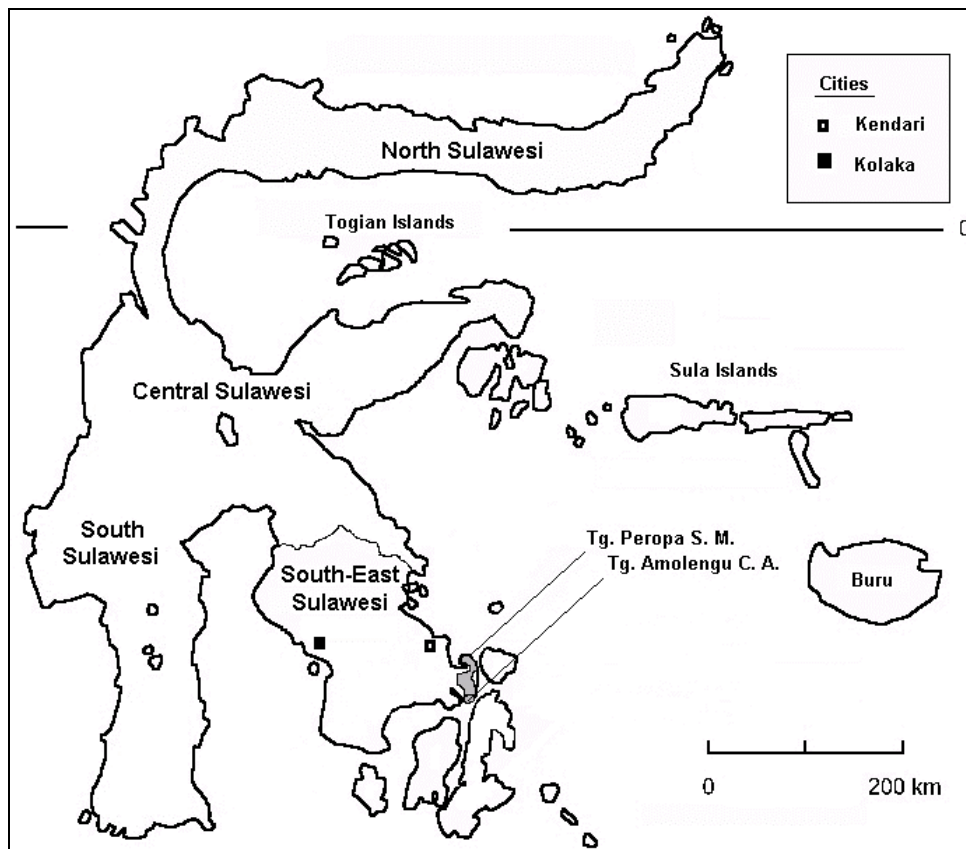
| Date | Activity | Location |
|-----------------------|--|---|
| | Preparation Consult organisations* | UK |
| 26 June - 10 July | Arrive Indonesia. Meet organisations **. | Jakarta/West Java. |
| 11 - 23 July | Language Training. Visit Operation Wallacea. | Buton Island, Southeast Sulawesi. |
| 24 July - 3 September | Arrive Kendari. Meet organisations ***. Fieldwork: 31 July - 7 August, 25 August - 28 August. | Kendari/Kolono District, Southeast Sulawesi. |
| 6 September | Depart Indonesia. | Jakarta |

* Chester Zoo, Edinburgh Zoo, RARE Centre for Tropical Biodiversity.

** The Nature Conservancy (TNC), Gunung Halimun National Park, Conservation International, Wetlands International, Operation Wallacea.

*** YASCITA NGO, CARE International, Natural Resources Conservation Agency (BKSDA), Centre for Environmental Research (PPLH) Haluoleo University.

ii) The locations of Kendari, Tanjung Peropa and Tanjung Amolengo in Southeast Sulawesi.



iii) Summary of the proposed structure and progress made in Amolengo Elementary School.

| Structure | Explanation | Design and Progress |
|--|--|--|
| Flip-chart style illustrations & large photographs of wildlife. Notes and key questions for teachers on the reverse. | The 'back-bone' of teaching, introducing topics to children with basic information and clear pictures. | Design by YASCITA artist. Currently being trialled. Printing in Kendari. |
| Worksheets/activities (Fig. 21). | To encourage independent thinking about a topic by interactive teaching or small group work. | Worksheets trialled. Design by Phil Molyneux (Chester Zoo). Activities from other programs, experience and new ideas. |
| Classroom posters & displays. | Creating a colourful classroom environment using posters and children's artwork. | Operation Wallacea posters in classrooms. |
| Illustrated stories (Fig. 24). | With an environmental theme or moral. Can be taken into the home. | Trails produced. |
| Story writing & picture drawing. | Encourages creative thinking about environmental topics. Work can be displayed in the classroom. | Art materials required for children. |
| Guest speakers. | Involves stakeholders in education. Children can learn first-hand about the local environment and culture. | Forest Rangers or Village Heads talk about their work, experiences and the problems they face. Follow-up activities can build on these visits. |
| Ice-breaker games. | To create a relaxed and enjoyable atmosphere for learning. | Games collected from other programs and new ideas. |
| Nature based games (Fig. 22). | To actively explain and demonstrate environmental interactions. | Games collected from other programs and new ideas. Some trialled. |
| Extra-curricular activities. | To support schoolwork with a more 'hands-on' approach in the local environment. | Involve the scouts and other youth groups. |

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