



# WHAT WAS YOUR BEST CEPA INTERVENTION IN THIS TRIENNIUM?

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### Your Position/Role and Country:

I am the Senior Education Officer of the Education Department, WWF-Hong Kong. The team has developed various education programmes in the Mai Po Nature Reserve and Ramsar Site.

### Key stakeholder group(s) targeted by your product/activity (e.g. decision-makers, teachers, families, journalists etc.)

We targeted two key stakeholder groups: students and teachers from the local secondary schools and young people from the local village Chanuabori.

### Title of your CEPA activity/product

Freshwater and Wetland School Education Programme

### When did this event take place/when was your product launched?

It is a regular programme which opens on weekdays for school applications each year for visits during September to August of the following year.

### Other collaborators – please identify other organizations that assisted you or were your partners

They are the students from primary and secondary schools in Hong Kong.

## What was your key message?

Promote a stronger commitment from the community for conservation through fun, engagement and real life experience.

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## Brief description of your product/ activity / material you used

The programme has been developed for over 30 years. WWF-Hong Kong has offered programmes to 300 secondary and 100 primary schools annually in Mai Po Nature Reserve and Ramsar Site. Over 360 programmes were implemented with over 10,000 students having joined our education programme in the period 2012-2013. Programmes are constantly reviewed to suit school needs. In the school year 2013-14, the programme “Mini-world of Mai Po” will be reworked; it focuses on the biodiversity of insects and other tiny organisms, giving students a chance to have a close encounter with wildlife. Details can be found at <http://wwf.org.hk/whatwedo/education/schoolsoutreach/>

### What was your intended outcome from this product/ activity? (e.g. change in behaviour of target group; volunteer help with a wetland project; newspaper article)

WWF has developed nine Freshwater and Wetland Education Programmes for primary and secondary school students that cater to the specific learning capacities of students such as subject areas, levels and approaches. By visiting the Mai Po Nature Reserve, students can experience nature first-hand, enriching their interest in, and concern for, our natural environment and sustainable development.

### What kind of impact did this activity/product have on the target audience?

Students enjoyed a 3 to 4-hour visit to Mai Po Nature Reserve, participating in different programmes including: 1. Mai Po Detective; 2. Story of a Bird; 3. Mini-world of Mai Po; 4. Wetland Encounter; 5. Wetland Ecologist; 6. Who wants to be a Wetland Reserve Officer?; 7. Urban Planner@ Deep Bay; 8. Mangrove Ecology; 9. Mai Po Multiplex. The students benefit from hands-on experiences including bird-watching, sensory games, role playing, ecological surveying, and discussions, etc. The importance of wetlands for humans and wildlife is demonstrated through these activities. For example, in the programme Story of a Bird, students play the role of a Black-faced Spoonbill and experience the journey of migration. They “fly” to different checkpoints, sometimes answering questions from a spoonbill perspective about their various stopovers during migration. In Wetland Detective, students are given a task to investigate whether the habitats are pleasant for wild birds

through sensory games and discussion. In the 2012-13 school year, around 95% of students showed a positive attitude toward wetland conservation after the programme.

### Is there a follow-up activity/product planned, if yes briefly describe

For particular programmes, follow-up activity material is provided for teachers to implement post-visit activity at school. The aim is to provide a complete learning process and facilitate students to adopt a sustainable lifestyle afterwards. For example, after the students have investigated sustainability issues around the reserve area, they are encouraged to do further research on government policy, culture influences, and self-reflection and then make a presentation to their class.

### Why do you identify this as your best CEPA intervention? What makes it stand out?

Education is essential for a sustainable future. The next generation are the people who will inherit the future; they will take responsibility for the protection of the world’s environment so they need to be well informed about the natural environment and develop a love for wildlife. We believe our programme for schools achieves this.

### What was the source of your funding?

The programme is supported by a subvention of the Education Bureau of the Hong Kong Government.



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CONVENTION ON WETLANDS  
(Ramsar, Iran, 1971)