

The Rufford Foundation Final Report

Congratulations on the completion of your project that was supported by The Rufford Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in **word format** and not PDF format or any other format. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. Please note that the information may be edited for clarity. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to jane@rufford.org.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details	
Your name	Yazmín Madeleine Tolosa Gómez
Project title	Wild animals do not want to be pets: awareness and environmental education to reduce traffic and possession of wild animals as pets in Santa Cruz, Bolivia. Phase II
RSG reference	18765-2
Reporting period	Final
Amount of grant	£5000
Your email address	ymtolosa@gmail.com
Date of this report	29/01/17

1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Not achieved	Partially achieved	Fully achieved	Comments
<p>To establish the strategy of "Classroom-consciousness" constituting a clear example that it is possible to advance environmental awareness in the city; where teachers, youth and children contribute to the knowledge and conservation of biodiversity.</p>				<p>The "Classroom-consciousness" strategy was held within the framework of an interinstitutional alliance between the UAGRM Biology Career, the Natural Resources Direction of the Governorship of Santa Cruz, the El Torno Municipal Hall and the Rufford Project 18765-2. It is a synergy between public institutions (local and regional levels) and academia.</p> <p>40 teachers were trained and developed the strategy, in 11 educational institutions, in the second half of 2016. They received a manual for teachers, developed by the project. The results of this pilot strategy and the respective manual were presented to the Departmental Direction of Education (institution that defines the departmental educational policies). With the approval, the path has been opened so that the "Classroom-consciousness" strategy is developed at the departmental level. This major process will be led in the 2017 in three municipalities (Santa Rosa, Yapacaní and Buena Vista) and will be managed by the Government of the Department, The Biology Career of the UAGRM (Public University) and the Rufford project. In addition, 25 schools will be involved in the city of Santa Cruz. In this post-project phase the Rufford project considers continuing to support</p>

			<p>this follow up process.</p> <p>The Educational Experience Wild animals do not want to be pets, developed by the project Rufford was selected to participate as a successful experience in the Third National Meeting of Environmental Education, held on November 8th and 9th 2016 in the city of Santa Cruz. The conclusions of the seminar, issued by the Ministry of Environment and Waters, refer to and mention the educational experience as a successful proposal for interinstitutional work.</p>
<p>To establish educators and educational institutions as key players in environmental conservation education in the city of Santa Cruz.</p>			<p>Based on the results of the interinstitutional meetings to follow the implementation of the "Classroom-consciousness" strategy and from the results achieved by the teachers, it is concluded that the process, led by educational institutions and teachers who have received training, has become a sustainable strategy over time. Year by year the process can be applied, since there is a curricular basis, the manual elaborated is very helpful for teachers and, finally, it is accompanied by the institutions of the alliance.</p> <p>It is emphasised that teachers who work in the subject of education for conservation receive a stimulus through the accreditation of the training workshop "Classroom-consciousness" and their time of application in classroom for their educational ranking. Through the media, the "Classroom-consciousness" pilot strategy was announced in the municipality of El Torno, and the importance of educational institutions and teachers as key players in environmental education</p>

			initiatives for conservation was highlighted.
To promote knowledge and conservation of the 10 most endangered species on public stages and educational institutions of the city taking into account the proposals obtained from egalitarian dialogue with participating institutions.			Through the actions developed by the educational circuit "Wild animals do not want to be pets" in the different public settings of the city (zoos, parks, and educational institutions), With the support of the Municipal Zoo of Santa Cruz, Students of the Biology Careers, Environmental Sciences, Tourism, Secretary of Municipal Environment of Santa Cruz and the Department of Natural Resources of the Government of the Department, 75 educational activities were developed for the knowledge and conservation of the emblematic species of the department and its threats by the traffic of fauna and habitat loss, reaching a direct coverage of 3950 people.
University extension strengthens participation in solving the current environmental problems through the joint development of training modules and environmental training for students and biology teachers, educational institutions and professional environmental institutions who actively participate in the development of activities of the project.			35 biology students and 17 students of tourism, environmental sciences and languages participated in the training (four training modules with a total intensity of 50 academic hours) as environmental multipliers. 69% of the total number of students (36 people) were certified as Environmental Multipliers. 25 students from biology, tourism and environmental sciences participated as volunteers during project execution. Three volunteer students actively participate in Phase I of the project being co-facilitators of the whole process and supporting the training of new students. The Direction of the Biology Career of the UAGRM integrates the educational module of the "Classroom-consciousness" initiative for 2017 into the practical phase of the

			<p>Conservatory Biology course. 40 teachers from 11 educational institutions participate in the training of teachers for the implementation of the "Classroom-consciousness" Initiative. 90% of participating teachers successfully implement their practices in II. Semester of 2016 in 10 educational institutions.</p>
<p>Educational support material (work guides, colouring sheets) is incorporated in the participating schools to educate about the conservation of biodiversity in the department of Santa Cruz.</p>			<p>In the conceptualisation phase of the "Classroom-consciousness" strategy, it was decided to conceptualise and elaborate a manual for teachers as material to support classroom work, in which three thematic units were developed: a) The value of biodiversity in Bolivia, b) Main threats to biodiversity And c) Let us know the wild animals declared as natural heritage of the department. This material consists of 60 pages with classroom work guides, activities and bibliographic reference material. The manual for educators of the pilot proposal of "Classroom-consciousness" in the municipality of El Torno was delivered in this municipality in CD form (PDF version) to each one of the participants. This manual was diagrammed to final design by the Rufford project so that in 2017 it will be printed by the departmental government.</p> <p>Promotional material was printed on the educational circuit (colouring sheets, stickers of threatened species) allowing play activities aimed at children.</p> <p>A workshop was held for puppet production where new puppets were made (It was also partly used puppets of the previous project, supported by Rufford), Another theatre was</p>

				elaborated for the functions of puppets.
Opinion is generated and the theme of illegal trafficking of wildlife in different media raises consciousness to a greater number of people.				<p>Interviews were conducted and the project was presented in the high-coverage media, such as Unitel's morning news. All participating institutions presented project progress on their websites and social networks. The project in social networks:</p> <ul style="list-style-type: none"> • https://www.facebook.com/pages/Los-animales-silvestres-NO-queremos-ser-mascotas/428492387267145?fref=ts • https://www.facebook.com/groups/189474691214976/?fref=ts http://lasnqsm.wix.com/animales-silvestres

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

The development of activities in coordination with several institutions, as happened in phase I of this same project, was affected by the individualism of some staff members of the institutions since each institution wants to take the credits separately (except for The Biology career of the UAGRM). In order to overcome this situation, it was agreed that all institutions that make up the inter-institutional alliance (UAGRM Biology Course, Natural Resources Direction of the Santa Cruz Governorship and the Rufford Project) should be indicated in the media and presentations. The issue of tensions among participating professionals was overcome by direct discussions with the people involved. From the Rufford project documents and press releases were prepared, presenting the project with greater impartiality.

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

1. The pilot experience of the "Classroom-consciousness" educational strategy developed in the municipality of El Tormo allowed to show a sustainable process of environmental education for conservation in formal environmental education. Validation was achieved by the Departmental Directorate of Education and for the management 2017 the inter-institutional alliance (Direction of Natural Resources Governorship of Santa Cruz and Career of

Biology, with the support of the Rufford Project) will be able to implement the strategy at the level of the city of Santa Cruz and in the municipalities of the department.

2. The development of the teacher support material "Classroom-consciousness" - We know our biodiversity" will facilitate educational activities promoting the knowledge and conservation of biodiversity in Santa Cruz. It also facilitates the possibility of extending the strategy to urban and rural level in the department of Santa Cruz, since the manual is developed according to the planning and contents of the curriculum at primary and secondary level, fitting with the subject of biology, as defined in the basic curriculum of the Ministry of Education; consists of activities, content and support videos to facilitate the development of each thematic unit in the classroom by the teacher. At the end of the pilot phase of the application of the guide with the 36 teachers who implemented it, it was emphasised that the manual facilitated the development of the classroom work since it contemplates all the aids in the classroom.
3. The continuity of the educational circuit "Wild animals do not want to be pets" in phase II. Of the Rufford project through the inter-institutional alliance (Career of Biology of the UAGRM, the Direction of Natural Resources of the Governorship of Santa Cruz and the project Rufford 18765-2) obtains an important recognition for being an event of environmental education of very good educational level, with recreational and educational activities for all ages, managing to link all members of the participating families. 70 educational activities were developed in public settings such as the Santa Cruz Zoo, parks and educational institutions with an estimated participation of 3950 people.

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

N/A

5. Are there any plans to continue this work?

As part of the development of the Rufford project, at the end of November 2016, a training workshop was held for 11 professionals and technicians from the biodiversity division of the Directorate of Natural Resources of the Governorship of Santa Cruz and of the Career of Biology of The UAGRM, who from February 2017 will support the training of teachers for the "Classroom-consciousness" strategy to be developed in

the rural municipalities of Yapacaní, Buena Vista and Santa Rosa and with 25 educational institutions in the city of Santa Cruz.

The Directorate of Natural Resources will print 500 copies of the manual "We Know Our Biodiversity", prepared by the Rufford Project within the framework of the "Classroom-consciousness" strategy. The copies will be very helpful for the implementation during the 2017 management.

The Biology Career of the UAGRM, through the Chair of Conservation Biology, will accompany with its students the work to be developed in the "Classroom-consciousness" strategy during the year 2017.

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

The final design and layout of the manual for teachers "We Know Our Biodiversity" has been facilitated for the printing of the handbook, assumed by the Governorship of Santa Cruz, respecting the copyright and maintaining the credits corresponding to The Rufford Small Grants Foundation as financier of the "Classroom-consciousness" initiative. The graphic designs of the adhesives, colouring sheets have been adopted by the participating institutions for reprint, if possible.

Theatre, information panels, puppets, masks, costumes are available for the development of environmental education activities by alliance institutions.

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

The project was executed in the time proposed. There were no externalities that required deferring execution times.

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.

Item	Budgeted Amount	Actual Amount	Difference	Comments
COORDINATION, PLANIFICATION AND FORMATION				
2 coordination meetings with the participating institutions	30	30,43	0,47	

2 meetings with representatives of the educational institution	30	15,22	14,78	
1 Module to capacitate teachers (materials, transport and lunch) 4workshops/30 people	280	366,20	-86,2	More participants
2 formation modules: Biology students and other professionals ((materials, transport and lunch) 8workshops/35 people	300	410,92	-110,92	More workshops were developed than scheduled
1 Module for artistic formation and elaboration of puppet shows and theater activities Módulo (10 sessions /35 people/ 1 professional in scenic arts)	480	534,78	-54,78	More workshops were developed than scheduled
2 Workshops to fabricate puppets and other materials	60	48,15	11,85	
Material para elaboración de material educativo con profesores de la estrategia "Aulas-Conciencia" y multiplicadores para la fabricación de títeres con material reciclado	70	69,57	0,43	
REPRINTING, CONCEPTUALIZATION AND ELABORATION OF EDUCATIONAL MATERIALS FOR THE "CLASSROOM-CONSCIOUSNESS"				
Design, layout and printing of communication pieces to promote the fair and Classroom-Consciousness (Signs, generic sheet, PDF presentation show)	300	420,65	-120,65	Was designed and diagrammed a handbook for teachers(60 pages) not included in the budget
Reprint, conceptualization, development of new educational materials (teachers' guides 250, 10000 Adhesives, 5000 Coloring Sheets games)	300	391,30	-91,3	

Conceptualization and development of pedagogic support material for the Classroom-Consciousness (teachers' guides, information panels, worksheets and material for classroom ,work material.)	380	375	5	
DEVELOPMENT OF THE EDUCATIONAL CIRCUIT AND "CLASSROOM-CONSCIOUSNESS"				
Materials for the installation of the show (teatrino developing new mobile scenarios) Emission of radio spots to promote the campaign by at least 10 print media, TV and radio	250	332,28	-82,28	Making t-shirts for volunteers not included in the budget
Emission of radio spots to promote the campaign by at least 10 print media, TV and radio	70	40,76	29,24	
Project Coordinator (210 months / 10 months)	1900	1900	0	
Local transport and mobilization of educational circuit (financial support to transport students)	300	228,80	71,2	
Comunications	150	133,70	16,3	
Stationery and office supplies	100	108,18	-8,18	
Project Total	5000	4994,10	5,9	
Payment banking service rotating the outer		20,50	5,59	
Total executed more banking services		5014		
Balance as for development of outreach activities with volunteers in public settings		-14		

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

Being able to extend the work to more public scenarios in the city to expand the area of work in environmental awareness. To be able to extend the coverage for the educational circuit "Wild animals do not want to be pets", particularly in the education sector. Although there is support of government institutions, they do not have the resources or personnel to carry out environmental education actions. All project activities have been funded by the project and the counterpart of the institutions has been more on loan facilities and equipment. In personal matters, the development of volunteering with the students of the biology, environmental sciences and tourism majors of the UAGRM has allowed the achievements that otherwise would have been impossible without contemplating a budget for personnel costs.

10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did the RSGF receive any publicity during the course of your work?

All the educational materials that were realised had the logo of Rufford (attach photos in document attached memory).

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

12. Any other comments?

The personal and professional commitment and the full conviction to develop actions that help to generate processes of change, managed to permeate to all professionals and students who have participated in the project; it can be emphasised that human capital is decisive, especially when the available resources are very limited and we believe that very promising processes have been achieved. The project of environmental education in the proposed theme has been innovative, since it has shown to the different institutions linked, and through the works of puppets and other leisure and recreational activities it is possible to sensitize participants of all ages ("family in general ") with great success. The participants visibly enjoy and capture the transmitted and intended messages in an easy way.