Final Project Evaluation Report

Your Details	
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Project Title	High Andean Amphibian Conservation Initiative of the Lake Junín Basin
Application ID	25647-1
Grant Amount	£ 4576
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1. Indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	No achieved	Partially achieved	Fully achieved	Comments
To generate environment al awareness in local students through environment al education workshops framed in a citizen science program. Programs included field trips where students participated in the collection of data, participated as co-researchers and generated data used by researchers in the management of threatened frog species.				The programme titled "A Pilot Program in Citizen Science focused on Environmental Education for the Conservation of High Andean Amphibians (*Telmatobius macrostomus* and *Telmatobius brachydactylus*) developed by Local Students of the Province of Junín, 2019", was presented within the protected areas of the Junín National Reserve and surrounding buffer zones. There were two purposes: 1) to increase the knowledge of conservation issues of *T. macrostomus* and *T. brachydactylus* in the participants, and 2) to contribute to the field of science through the collection of monitoring data of *T. macrostomus* and *T. brachydactylus.* Seven educational institutions, chosen with three determining criteria, were part of the programme; a) that they expressed an interest in being part of the programme, b) that they were public schools, and c) that they be located near sites where frogs have been found. 153 students (between 12 to 14 years old) and 10 teachers participated in the programme. Six educational sessions were taught. The theoretical (presented in the classroom) and practical (presented in the field) for each educational institution over 5 months. Each session lasted 90 minutes, the content was prepared, accounting for curriculum competencies set by the Ministry of Education for Peru in the area of science and technology, and the Amphibian Ark manual titled, The Disappearance of the Frogs (located at

				http://www.amphibianark.org/education/links-to-curriculum-materials/). The programme provided information regarding the current situation of amphibians, threats they face, their habitat, monitoring techniques, disease transmission prevention (specifically chytrid and ranavirus), proper use of PPE, use of I-naturalist application and contribution to the conservation efforts of these species. In the field, the seven sites were selected on the basis of variables such as pH and the presence or absence of *Oncorhynchus mykiss* (river trout, an introduced fish species) and *Orestias* (native Andean fish). Frogs and tadpoles found were measured and morphometric data of the individuals found were recorded. That valuable data obtained, contributed to science. Once the experience was concluded, the impact was measured through a test of knowledge administered to the students who participated in the programme and a control group that did not participate. The result was a positive impact in overall knowledge in those that participated in the programme. After the programme, two educational institutions were awarded prizes of field materials and equipment, for their commitment, performance and involvement in the programme, so that they can continue the research and techniques learned during the programme, continuing into 2020.
To encourage adult community members to promote environment all awareness through meetings and field visits during canal cleaning, in an effort to protect frogs' habitats the buffer zone areas around Lake Junin.				The cleaning and modification of canals is an activity that has been carried out for decades since the construction of the Upamayo dam in 1929. Lake Junin and the rivers feeding into the lake have historically been the habitat of *T. macrostomus*. Canal cleaning is a threat for high Andean frogs because it significantly alters the habitat of these species, removing the plants and silt. To meet this objective, we first met with community members in the ranching community of Ondores. We accompanied them during the cleaning of canals, conducting interviews, in order to understand

				the frequency, duration and process involved in the activity and to understand the impact on the on frogs' habitat. Then, based on this information, three workshops were designed to raise awareness of the current situation for the frogs and to raise awareness for the stress that cleaning canals places on the frogs and to propose alternatives and initiatives that exert less stress on the habitat. These workshops were dynamic and encouraged face-to-face dialogue between scientists and local ranchers. Finally, we accompanied the community in another cleaning of canals. Here we saw evidence that the community had applied the initiatives that they had proposed in the workshops, they did not leave trash, as they had previously and instead of throwing tadpoles on the banks to be eaten by birds, they released tadpoles back into the water.
To install an interpretive panel about the frogs in the Interpretive center at the Junin National Reserve. This will encourage visitors to the reserve to gain an environment awareness of the frogs and their plight and their habitat				Within the Junín National Reserve there are two interpretation centres, the initial idea was to have only one informational panel, and have it travel between the two interpretive centers. However, there were enough funds to create two informational panels and place them at each of the interpretive centers. The interpretive staff at these centers are the park rangers from the Lake Junin National Reserve. We met with them to train them about the content of each panel, so that they can share with the visitors. Park rangers from the reserve also assisted with the fieldwork with the students as their permission was required to conduct field work within the reserve. The advantage of having two educational panels is that they were designed in such a way, that they can be moved and used during fairs, festivals and workshops for educational opportunities outside the interpretive area.

To share the results and disseminate information during meetings of the Chinchaycocha Environmental Committee and Lake Junin National Reserve Management Committee (time is given for speakers from public and private institutions with the aim of planning and implementing environmental activities) in order to spark an interest in the sustainability of the project				While the project was being implemented, the learning and preliminary results were shared, during the time allotted for open forum. We participated in three meetings with the Management Committee of Chinchaycocha; we do not, however, limit ourselves to just open forum. We also shared our findings during the Birregional Plenary of the Chinchaycocha, Communal Assemblies, the anniversary of the Battle of Junín (6th August 2019) in the Historic Sanctuary of Chacamarca (another protected natural area where *T. macrostomus* lives), local fairs at educational institutions, like "Eureka" Science and Technology. In addition, we presented on local radio stations, where we were frequently asked for interviews about the frogs' current situation. We also received some attention from the national televised news, a reporter from a national television channel came out to see the students conducting fieldwork and filed the attached report, seen throughout Peru. https: //www.facebook.com/AgendaPasco/videos /644129332775306/?t=43). We were also able to participate in an "exchange experience", thanks to the financing of Denver Zoo. We were able to travel to the Puno region of Peru here *Telmatobius culeus* (giant frog of Lake Titicaca) resides and faces many of the same threats as its cousin *T. macrostomus* from Junin. We presented at the seminar "Conservation of High Andean Amphibians; Perspectives in Environmental Education, Science, and Focus on Forest and Wildlife Legislation". Participating in all these activities was valuable for us because we found ourselves getting feedback as the project progresses and we made public the knowledge of the state in which Junín's frogs are today and the way in which this project contributes to its conservation.

To educate people outside Junin, about the current situation of frogs with scientific information resented in infographics through social media networks and online videos and platforms.				In order to reach both scientists and laymen both inside and outside Peru, a social media strategy was designed to capture the interest a computer literate audience, with whom we sought to communicate with and inform about the current situation of the Junin frogs. We sought an audience from four different segments of the computer audience; 1) people to educate and raise awareness, 2) conservationists and researchers, 3) national entrepreneurs and 4) previous donors who support our cause. Thus, content was created, with scientific and factual information that provided information on the disappearance of wildlife species (source: Living Planet Report, WWF), and general amphibian information that applies to all amphibians worldwide, and later focusing on frogs of Junín and their threats. Each infographic had a reach of more than one thousand people, reaching up to 40,510 people, with from 92 to 3388 interactions per infographic were recorded.
This pilot aimed at the conservation of high Andean amphibians sought mainly to bring the population to the conservation of two high Andean amphibians *Telmatobius macrostomus* and *Telmatobius brachydactylus*, endemic and categorised as endangered species (IUCN, 2016), therefore, were prioritised, objectives and strategies that will achieve this purpose; The initial objectives of the project and how they were developed during their implementation are listed below.				

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

There was skepticism by some educational institutions to accept the project

In the initial stages, this was a new and unprecedented proposal. Most of the public schools had never been asked to participate in anything like this so initially we met with resistance from most of the educational institutions. We had an important supporter in the Local Educational Management Unit (UGEL Junín – the regulatory institution for education within the province of Junín). Because the local high schools were already accustomed to UGEL directed activities (learning sessions, curricular programming, learning strategies and methodologies). They were aware that being part of the project would require a greater effort on their part without recompense. In response to this resistance, we redesigned the approach. To begin with, we generated a commitment framed in an inter-institutional agreement, the project was also supported through an official letter issued to the schools, by the director of the UGEL. Afterwards we visited each of the educational institutions with the most potential to be part of the project and shared the benefits and implications of the project and answered the questions and concerns of the

specialists, directors, teachers, parents and students. These meetings with the schools allowed us to not only select the most interested schools but also generate a commitment from the key stakeholders.

Redesign of the initial proposal

Initially the project was designed to provide just two theoretical sessions and two practical sessions; however, after submitting the plan to our allies, they saw the need to implement two more learning sessions (total of six). As, in our opinion, with only four sessions, the project objectives could not be achieved. Therefore, the content and strategies applied in the original proposal were restructured. One of the first changes was the water chemistry measurements. We had originally proposed measuring water variables like pH, conductivity, percentage of macroinvertebrates, substrate, among others, but that demanded greater effort and additional time to perform. Time was our greatest enemy as in our coordination with the UGEL, it was agreed that the maximum classroom interruption time was 90 minutes, so we limited the variables to just pH, absence or presence of *O. mykiss* and *Orestias* and recording the morphometric data of the individuals found. In order to develop six sessions instead of four at each educational institution it was necessary to readjust the budget and request a greater commitment from our team.

Structure of the learning sessions

The initial idea of the project was always to develop both theoretical and practical portions of the programme; the Amphibian Ark manuals would be applied in the theoretical portion and field monitoring in the practical portion. However, within the academic programme established by the Ministry of Education of Peru, in order to minimise interruption to the established education curriculum and the academic schedules, it was necessary that most of the theory and practical work be presented in the classroom. We had to build in citizen science into the required science and technology curriculum. With the help of the Amphibian Ark publications it was possible to create an educational programme that met both our needs and the needs of the school in six sessions. However again we had the challenge of getting our curriculum inserted into the school sessions. Planning begins in February and is set by the time classes begin in March. We were late to the table by the time we finished designing our programme, as classes had already begun.

In order to not create any inconvenience to the teachers, who already had their course programming established, we held a series of meetings with them, to reorganise the programming so that the established activities were not affected.

From all this, we learned the importance of inserting the programme in curriculum planning, and obtaining recognition within the local school policy, so this year, 2020, we are already working on the insertion of the citizen science programme into the curriculum. We further explain this in more detail in question 9.

3. Briefly describe the three most important outcomes of your project. Involve the local population throughout the development of the project

The project was developed within a protected natural area and its buffer zone, we planned to incorporate the local population through different activities, to create an understanding and knowledge in these residents about the unique ecosystem in which they live and the natural resources around them, specifically, *T. macrostomus* and *T. brachydactylus.* In addition, we wanted the population to know that the frogs are highly endangered and the threats the frogs face. The involvement of the local population is fundamental in the conservation of these amphibians, since in is the local populations who are the managers of the resource (surrounding land and local rivers and streams), who's behaviour has the greatest impact on frog conservation.

The first step was through the citizen science programme, in which we had trained local students and teachers as protagonists. This resulted in a positive impact on the students but was also a means to reach the members of their family. Students also held parades and exhibited information about the crisis currently faced by the frogs of Junin at local events. In addition, meetings were held with the parents of the student participants of the citizen science programme and we also held meetings with teachers from outside the science and technology curricular areas. Even more directly, we developed workshops about the cleaning of the channels and accompanied the communities during these efforts. Our biggest takeaway from these experiences was that the local populations is very interested in continuing this project in 2020 and beyond. So much so that we have been asked to train additional teachers, who were not part of the programme, at some of the educational institutions. We have also been asked to present at additional public high schools in the areas around Lake Junin. Both students and adults are interested in continuing to participate in this program, under our tutelage, in 2020.

Identify a map of cooperating actors with the project, with whom we maintain a strong commitment and support, and with whom other conservation activities were implemented

The project involved different actors both local and non-local, who had different levels of interest in the project; however, they all converged through their valuable contributions.

Table 1. Cooperating actors with the project

Non-Local Actors	
The Rufford Foundation	Valuable project financing and support
National Geographic Society	Through their additional financing, we were able to add two projects that aided in providing additional impact to the program developed in cooperation with The Rufford Foundation, the first in 2018 titled "Funding for field expedition of threatened frogs (*T. macrostomus* and *T. brachydactylus*) in historical record sites" and the second in 2019 titled "First School BioBlitz in the Junín National

	Reserve"
Denver Zoo	Active supporter from the beginning to the end of the project, providing training to executors, accompanying participants and providing equipment and facilities.
Natural History Museum of San Marcos	Provided support with field assistants and opportunities for the dissemination of the project.
Cayetano Heredia University in Peru	Provided support with field assistants and opportunities for the dissemination of the project.
National Agrarian University in La Molina	Provided support with field assistants and opportunities for the dissemination of the project.
Amphibian Ark	Environmental education manuals
NGO Cunama / Zoo of Huachipa	Support with materials to develop workshops
GoFundMe donors	Support in the purchase of equipment and materials.
IdeaWild	Donation of equipment (waders, nets and gloves) for frog monitoring.
Local Actors	
Local Educational institutions	They participated in the project, demonstrated enthusiasm, and contributed to citizen science through the data they obtained during their fieldwork.
RANA Group	The RANA Group, shared the project in social media, sought opportunities to disseminate the project, sought additional funding to support the project and sought allies to join the project.
Junin National Reserve (SERNANP)	Park rangers assisted in the development of educational sessions, facilitated with sharing of equipment and facilities to carry out meetings. They were fundamental when it came time to share the results with the management committee. During the student BioBlitz, the entire SERNANP team participated in both the planning of the event and in its execution.
UGEL – Junín	They contributed to the creation of the educational content of the learning sessions, they were a source of advice and of institutional support. They served as a middleman, taking our needs to the schools and relaying the schools needs to us.

NGO ECOAN (Association of Andean Ecosystems)	They provided advice on the development of the work plan.
Community of San Juan de Ondores	The community participated in the project, shared their knowledge, got actively involved and generated commitment from residents with us and the project.
District Municipality of San Juan de Ondores	They gave us spaces to carry out the workshops with the community, shared information about the project, donated food for some events and sometimes we even had the Mayor present in our workshops.
Peace Corps	Volunteers accompanied us during both theoretical and practical learning sessions, they provided us with advice and feedback and in some cases translation skills, translating information from Spanish into English.
Local Radio Stations	Through a series of interviews, they shared project information with the local population.
National television	Through nationwide reporting they shared the project throughout Peru.
Local Tourist Agencies	Attended local workshops and contributed their knowledge of local communities and their history. Also entertained additional parents that insisted upon participating in the student BioBlitz.
National University of the Center of Peru	Human resources in the form of field assistants. Opportunities for dissemination of the project.
Continental University	Human resources in the form of field assistants. Opportunities for dissemination of the project.
Alas Peruanas University	Human resources in the form of field assistants. Opportunities for dissemination of the project.
Catholic University Sedes Sapientiae	Human resources in the form of field assistants. Opportunities for dissemination of the project.

Develop more conservation activities

As part of the mid-term goals of our programme, we sought to develop an activity that brought together all the allies and local organisations in a central event within the protected natural area. To achieve this goal, as Grupo RANA, we designed a student BioBlitz, using all of the allies in table 1 (above). Thanks to the generous funding from the National Geographic Society, we developed the first High School BioBlitz programme in the Junín National Reserve. We included the students that participated in our citizen science programme, as well as their teachers, parents and guardians. As a family, they were able to share the experience and their knowledge with one another. They were also able to demonstrate the skills they learned during the citizen science programme to their families but also work with local researchers, specialists, park rangers and volunteers. They were able to work

with different taxonomic groups of organisms and see that the means of gathering and sharing date about organisms such as fish, birds, mammals, insects, flora and macroinvertebrates, were not very different from the amphibian species they learned about during the programme.

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

Four of the five objectives of this project are related to the local population, as our efforts will be unsuccessful and unsustainable in the long run, without the involvement of the local communities. We developed this programme to teach and involve the students in citizen science and species conservation, the channel cleaning was promoted as a joint project with the community of Ondores, the results and experiences of the project were shared through presentations at meetings of the management committee (where public institutions, private companies and local citizens with environmental interests participate), but it is also shared during public forums plenaries, events and through the sharing of project information and updates on our local radio stations.

5. Are there any plans to continue this work?

Absolutely yes! This pilot programme left us with several positive results, which we wish to continue to implement and others that are already being implemented. The most important is the creation of a citizen science guide for students focused on encouraging their assistance in monitoring the frogs of Junín. By continuing to work with the UGEL-Junin, we'd like to see that this guide is included in the curriculum planning for the 2021 school year so that it is a part of the science and technology curriculum.

Due to the reach we had with the infographics on social media and our website, we will continue to share this type of content, and in addition to infographics, we will prepare an audiovisual production and a photographic exhibition, to reach and share the programme information with the non-local population.

We have developed a friendly support system of allies during the planning and implementation of this project, with which we'd like to continue to work. Some of the educational institutions have demonstrated initiative and entrepreneurship through requests that have sent us in search of training so that they, with our guidance, can implement the program during 2020. In addition, our allies like Denver Zoo, SERNANP/National Reserve of Junín, NGO ECOAN, UGEL Junín and others have also shown an interest in continuing the project.

In the long term we would like to create free field expeditions so that philanthropists can meet Junín's frogs and learn about the threats they face.

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

The sharing of the experiences, results and lessons learned, and information acquired during this pilot programme, has been carried out and will continue to be

carried out with the three different types of audiences; academic, local public and non-local public as follows.

Academy

During the beginning of the project in 2018/2019, the proposal was presented at three universities in the Junín region, now that the project has already been completed and will be returning to those same universities to publicise the achievements that have been obtained by the project.

- January 2020. Presentation of the results of the project at the Continental University.
- April 2020. Catholic University Sedes Sapientiae.
- May 2020 National University of Central Peru.

Local public

Participation in the meetings of the Management Committee and the Environmental Committee of Lake Chinchaycocha will continue at least for the next scheduled meetings in 2020, as well as in the plenaries of the Chinchaycocha Sustainable Environmental Management Plan in 2020.

Non-local public

- Similar to the exchange of experiences carried out in Puno through the Denver Zoo, we will seek more space to exchange experiences, we will continue to disseminate this project.
- For the non-local public, social media dissemination will continue, issuing at least five additional infographics about the frogs of Junín.
- Two blogs about the project will be written and published on the RANA group's website.
- We will prepare an audiovisual production, which portrays the experiences and achievements of the project, which will be disseminated through social media and linked to our website.

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

The funds were granted in September 2018 and were used from that date until the project completion in November 2019. When the grant arrived, there were only a few months left until the end of the school year, this unfortunately meant waiting for the following school year (March 2019) to begin the coordination, since from school year to school year there were a series of changes, both in changes of the educational authorities, the academic programming, teachers and even students. By starting in March 2019, our programme should have coincided with the start of the school year, but as we mentioned in question 2, there were challenges meeting the curriculum requirements of the teachers and the UGEL. Additional time was allotted, and the programme finally started in May 2019, so we had to request an extension of 3 months to be able to present the six sessions at each of the high schools. In total the project was presented in 15 months, unlike the initial proposal that estimated12 months.

8. Budget: 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. It is important that you retain the management accounts and all paid invoices relating to the project for at least 2 years as these may be required for inspection at our discretion.

Item	Budgeted Amount	Actual Amount	Difference	Comments
Specialist 1 (Project Director) - Workshops in educational institutions	£224	£219	-£5	
Workshop assistant - Workshops in educational institutions	£140	£137	-£3	
Transportation Lima-Junín-Lima (round trip) (2 times) – Workshops in educational institutions	£50	£49	- £1	
Travel expenses, lodging and food (Junín) (2 people / 14 days) - Workshops in educational institutions	£280	£274	- £6	
Food for workshops (35 people / 14 days) - Workshops in educational institutions	£182	£178	-£4	
Specialist 1 (Project Director) - Field education and research	£224	£219	-£5	
Field assistant 1 - Field education and research	£168	£164	-£4	
Field assistant 2 - Field education and research				
Data sheets and printing - Field education and research	£25	£24	-£1	
Instructional materials - Field education and research	£30	£29	-£1	
GPS - Field education and research	£220	£215	-£5	
02 Buckers - Field education and research	£6	£6		
03 Dip nets - Field education and research	£195	£322	+£127	
Measuring tape 100m - Field education and research	£15	£15		
Water Quality Multiparameter - Field education and research	£200	£196	-£4	
04 Wet suits for evaluation - Field education and research	£150	£242	+£92	

Local transportation (14 days) - Field education and research	£245	£240	-£5	
Laboratory materials - Field education and research	£50	£49	-£1	
01 Bernier - Field education and research	£20	£20		
Transportation Lima-Junín-Lima (3 per people / round trip / 02 times) - Field education and research	£75	£73	-£2	
Travel expenses, lodging and food (Junín) (3 people per 14 days) Field education and research	£420	£411	-£9	
Food for field (20 people / 14 days) - Field education and research	£140	£137	-£3	
Specialist 1 (Project Director) - Data analysis and preparation of educational research plan	£240	£235	-£5	
Specialist 1 (Project Director) - Informative meetings and educational support in the cleaning of channels to ranching communities	£80	£78	-£2	
Workshop assistant - Informative meetings and educational support in the cleaning of channels to ranching communities	£60	£59	-£1	
Local transportation (05 days) - Informative meetings and educational support in the cleaning of channels to ranching communities	£125	£122	-£3	
Transportation Lima-Junín-Lima (02 people / 04 times) - Informative meetings and educational support in the cleaning of channels to ranching communities	£100	£73	-£27	
Travel expenses, lodging and food (Junín) (02 people / 02 days) - Informative meetings and educational support in the cleaning of channels to ranching communities	£100		-£100	
Food for field (15 people / 03 days) - Informative meetings and educational support in the cleaning of channels to ranching communities	£30	£29	-£1	
Other expenses - Informative meetings and educational support in the cleaning of channels to ranching communities	£25	£18	-£7	

Design, elaboration and installation of interpretive panel - Dissemination in Interpretation Center and virtual platforms	£500	£751	+£251	
Specialist 1 - Socialization of results and experiences to the Chinchaycocha Environmental Committee and Management Committee of the Junín National Reserve	£32	£31	-£1	
Volunteer - Socialization of results and experiences to the Chinchaycocha Environmental Committee and Management Committee of the Junín National Reserve				
Transportation Lima-Junín-Lima (02 pelple /round trip/ 02 times) - Socialization of results and experiences to the Chinchaycocha Environmental Committee and Management Committee of the Junín National Reserve.	£50	£49	-£1	
Travel expenses, lodging and food (Junín) (02 people / 02 days) - Socialization of results and experiences to the Chinchaycocha Environmental Committee and Management Committee of the Junín National Reserve	£40	£39	-£1	
Specialist 1 - Dissemination in Interpretation Center and virtual platforms				
Designer - Dissemination in Interpretation Center and virtual platforms	£75	£27	-£48	
Payment of advertising on Facebook - Dissemination in Interpretation Center and virtual platforms	£60		-£60	
TOTAL	**£4576**	**£4734**	**+£158**	

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

The important next steps would be to build a citizen science guide for students focused on monitoring the frogs of Junín. This guide would include both theoretical and practical learning sessions. It will include information we addressed in the pilot programme along with additional information to compliment it. It will also take into account the feedback we received during the educational sessions. The guide will be designed in a way that it is simple and easy to understand.

We would like to get the approval of the UGEL – Junin in the form of a directive resolution and include this in the citizen science guide for students. This will ensure it is recognised in the curricular planning for the school year and will become part of local educational policy.

We are very interested in reaching more of the population for it, we will seek to publish the results and experiences of this pilot in dissemination magazines, local newspapers and other means to make the achievements that were achieved more public and of general knowledge.

Provide more support to park rangers in their monitoring and surveillance activities, to ensure the conservation of frog ecosystems.

Increase public awareness about the threats frogs face and the research carried out on them, thus providing deeper meaning to the hobbies of visitors, scientists, donors and others who want to conserve frogs, ecosystems related to them or other threatened species of the place.

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

Yes, of course, but first we wanted to mention that, in each of our activities, the generosity of The Rufford Foundation was mentioned, since without this support this project would not have been possible. The Rufford Foundation logo was used in infographics, publications, panels, banners, presentations and videos. The uses of The Rufford Foundation logo and estimated reach are detailed below:

- 11 infographics shared in our social media networks have reached more than 40,000 people.
- Seven social network publications, thanks to members of the RANA Group during 2018, Christmas 2018, New Year 2019, FIIS-2018, Presentation at the Continental University, announcement at the start of the scientific expeditions 2018 and presentation of the project in social Networks.
- One citizen science banner, that was used during the entire project, as well as in the sharing of our results during all the different events in which we participated. Rough estimate of reach is over 3,000 people.
- One participation banner for FIIS 2018-International Festival of Social Innovation, where some of Grupo RANA's results were presented, reaching more than 5000 people.
- One BioBlitz banner, which was published in social networks reached over 4,000 people, and the physical BioBlitz was presented on the central day of the event, reaching around 300 people.
- Each travelling interpretive panel has been exposed to around 100+ people. Both panels continue to be exhibited in the respective interpretation centers, for tourists and visitors.
- We realized local parades with 20+ banners and posters through principal streets throughout Junin province. Estimated reach was about 200-300

people.

- In total, 35 presentations were made at conferences, courses and workshops, where the support of The Rufford Foundation was mentioned, both on the cover and in the acknowledgments.
  - 21 individual learning sessions.
  - Presentations in the management committee meetings.
  - One presentation with all teachers of the San Juan de Ondores educational institution.
  - Three channel cleaning workshops in the Ondores community.
  - One presentation at the UGEL Junín.
  - One presentation in the Jorge Chavez ranching community.
  - One international presentation at the National University of Chile.
  - One international presentation at the Pacific Alliance Volunteers meeting in Chile.
  - One presentation at the Alas Peruanas University.
  - One presentation at the Continental University.
  - One presentation at the central office of the Junín National Reserve ix.Some videos were made with the logo of The Rufford Foundation.
  - A collaboration spot with NatGeo, the work with Rufford allowed to make audiovisual records that were used for this spot https://www.youtube.com/watch?v=6sXOShQ7H6Q
  - A student video https://www.youtube.com/watch?v=PDlGnR9hfUsSe uploaded in the allies section of the Grupo RANA web page, featuring The Rufford Foundation logo.

    - Mention of the support of The Rufford Foundation in the newsletter for Amphibian Ark (No. 45 December 2018, pp. 20-21) “Expectations of the RANA Group in the Conservation of two high Andean amphibians of the Central Andes of Peru” http: //www.amphibianark.org/Newsletters/AArk-newsletter-45-Spanish.pdf?utm_medium=email&utm_source=sharpspring&sslid=M7U0sTAytDAyN7W wAAA&sseid=MzQzNDM3NjA0NAMA&jobid=b98da1d6-130f-47bc-8e68- c44be4fb081b&fbclid=IwAR24DR4Rq-d_fcfjGvKAV_4eTXVSZ5TJBAw- ugonvcbsNStxGF6xZDUrTIM

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

Oscar J. Damián-Baldeón - Implementer and project coordinator
I was responsible for the project, in charge of planning, contacting allies, and presenting the proposal.

Jhusely Danesy Navarro Patiño - Implementer, project assistant and logistics coordinator
Jhusely accompanied the project from start to finish, has contributed with valuable contributions and participated in the decision-making process, demonstrated a high degree of involvement, dedication and passion in each activity, assigned and efficiently managed resources. We met during the initial presentation of the project at the Continental University while she was in the last semester of the environmental engineering career, she loved the proposal and since then she is part of the team.

Luis Castillo Roque - Expert advisor and scientist in research species
Luis is a project coordinator for Denver Zoo in Junín and co-founder of the NGO Grupo RANA, advised the project with emphasis on monitoring and evaluation of species, accompanied the field trips of the project, instructing participants, and sharing their knowledge About the species.

Paola Velissa Galarza Barzola - Field assistant
Paola is a student of the environmental engineering degree at Sedes Sapientiae University, her role as a field assistant was valuable and timely.

Tracy Lyn Stetzinger - Peace Corps Response Volunteer and Field Assistant
She joined the project in the middle of its execution, and from then on accompanied us to field locations and community meetings. Tracy shared her previous fieldwork experience with amphibians from Panama with the participants and contributed her experiences with the use of applications such as I-naturalist to share the observations/citizens science.

Evinger Anibal Reyes Ponce - Field assistant, local empirical expert/community member
Evinger is a local resident, very close to his home there are several channels which are home to frog populations, he has interesting anecdotes of his childhood about the frogs of Junín, and he is witness of how in the last decades these species have been decreasing drastically. He shared his experiences with the participants, and constantly encouraged them to conserve and care for these species.

Gustavo Carlos Osores - Education Advisor/UGEL - Junin
Gustavo is teacher and specialist in the Science and Technology area of UGEL - Junín, he advised us to develop the project in the best way in the field of education, from structure to contents.

SERNANP Specialist Rolando Uribe De la Cruz – Accompaniment and provided feedback on the project
Rolando provided feedback on the project, with a special emphasis on its long-term sustainability.

SERNANP Park Ranger Winy Arias López - Accompaniment and provided feedback on the project
Winy has experience in the monitoring of frogs, he accompanied us on several field trips, he had great contributions and feedback to the project, and his knowledge of the territory was essential for locating the monitoring sites.

SERNANP Park Ranger Duanne Martínez Condor - Accompaniment and feedback on the project
Duanne contributed to the dissemination of the project, was responsible for linking local media to share the project over the airwaves and was key to the socialization of the project in the management committee and other participation opportunities.

SERNANP Park Ranger Juan Carlos Cárdenas Canorio - Accompaniment and feedback on the project
Juan Carlos participated in different learning sessions, leading some of them.

Dr. Roberto Elías Piperis - Peru Program Director - Denver Zoo
He promoted the exchange of experiences of this project in Puno through Denver ZOO, which allowed us to deepen our knowledge and skills and at the same time expand our contact networks. We were pleased to have his presence at several of our activities.

Matthew Herbert - Director of Conservation Education - Denver Zoo
Matthew gave us advice on the two opportunities that he visited Junín, Peru. During his first visit he advised us during the planning of this project, on the second visit he participated in the learning sessions, offered feedback and guided us.

James Garcia - Outreach Programs Specialist - Denver Zoo
James actively participated in the learning sessions that coincided with his visit to Junin, Peru by providing us with timely and valuable feedback, he also guided us with his extensive experience in conservation education, showing us new strategies and dynamics that made the learning sessions more in depth and engaging to the participants.

12. Any other comments?

We are incredibly happy with the achievements we made during the implementation of this project. Our team made a series of observable contributions to the conservation of *T. macrostomus* and *T. brachydactylus.*

We feel that our biggest achievement was working with the local populations. As you know, local citizens can have a greater influence with decision-makers, especially in favor of conservation. As we were working within a protected natural area, the achievements we made in the context of protecting that natural area, it was crucial for sustainability that local citizens be engaged and involved in the program.

During all stages of this project, from its inception to its execution and completion, there were a number of valuable lessons learned. It is this learning that makes us really want to implement these new skills as we continue to develop this project during 2020 and continue to bring local citizens into the conservation of their endemic high Andean frogs here in central Peru.

Figure 1. Student with an adult of *T. brachydactylus*

Figure 2. Students in the search for frogs

Figure 3. Students registering the location with GPS

Figure 4. Students taking morphometric data of a frog

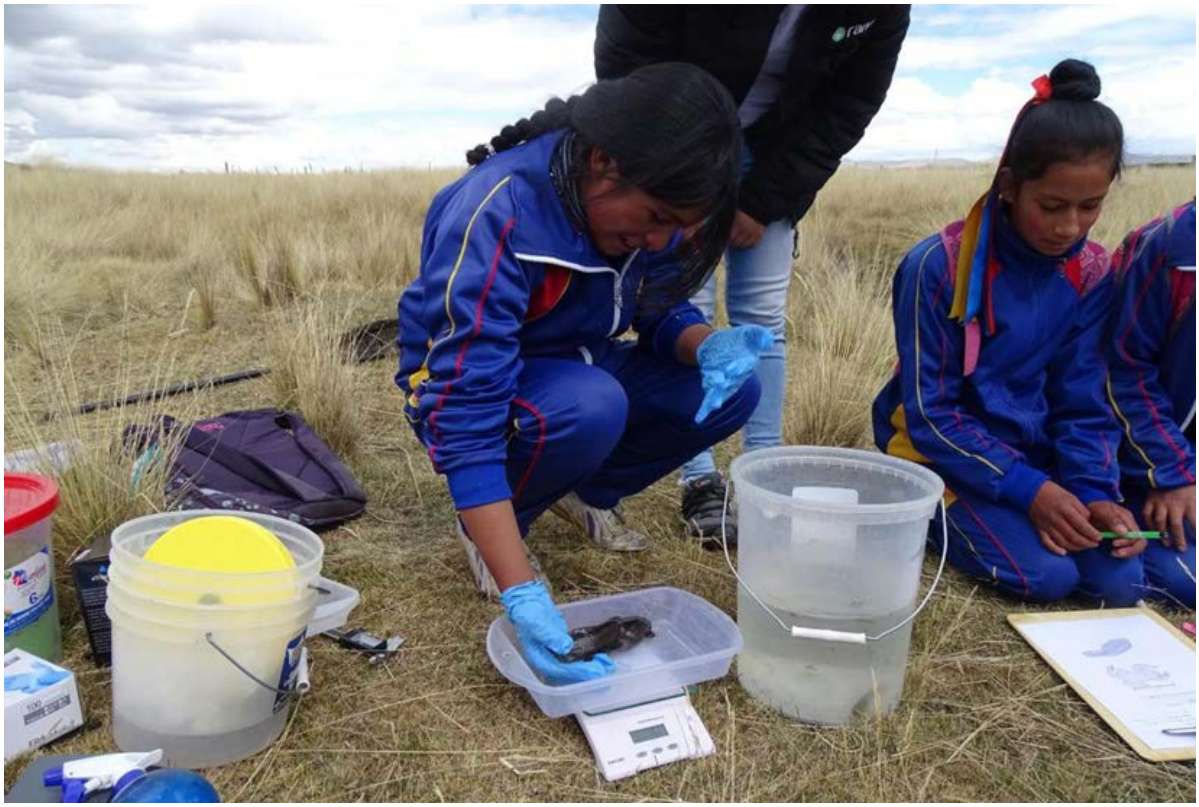

Figure 5. Students weighing an individual

Figure 6. Students finding a metamorph of T. macrostomus

Figure 7. Students with an adult *T. macrostomus*

Figure 8. Students in search of frogs