

## The Rufford Small Grants Foundation

### Final Report

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Congratulations on the completion of your project that was supported by The Rufford Small Grants 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](mailto:jane@rufford.org).

Thank you for your help.

**Josh Cole, Grants Director**

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Grant Recipient Details	
<b>Your name</b>	Yazmín Madeleine Tolosa Gómez
<b>Project title</b>	The wild animals do not want to be pets: Sensitization and education to decrease the traffic and possession of wild animal as pets in Santa Cruz, Bolivia.
<b>RSG reference</b>	10790-1
<b>Reporting period</b>	March 2013 to February 2014
<b>Amount of grant</b>	5900 £
<b>Your email address</b>	madetolosa@yahoo.com , mtolosa@gmail.com
<b>Date of this report</b>	March 25 of 2014

**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>The institutions to establish a strategy for education about illegal wildlife trafficking are motivated to work together.</p>			X	<p>The biology career of the Autonomous University Gabriel René Moreno - UAGRM, inspired by the project has initiated the inscription for a university extension programme in environmental education. For the design of this programme, the experience of Rufford 10790-1 project is taken as referential base.</p> <p>The project actions have contributed to strengthening institutional alliance between state organisations, including: i) Department of Natural Resources Department of the Government of Santa Cruz, ii) Municipal Zoo, iii), and iv) UAGRM (public university) animal advocates NGOs (Afasi, SERFAUNA) to develop actions that promote the conservation of the species.</p> <p>A joint strategy was established by an interagency partnership (Government of Santa Cruz, Zoo, Botanical Garden, career biology - UAGRM, animal advocates NGOs Afasi, VEDA), addressing the issue both in public venues throughout the city and in social networks in order to strength and enhance inter-agency work in the subject.</p>
<p>To know the importance of natural resources and it's conservation, especially the issue of non-use of wild species as pets, and non contribution to wildlife trafficking.</p>		X		<p>The establishment of the institutional alliance in the framework of the project has tackled the issue of not holding wild animals as pets through "environmental awareness" activities developed in different institutions with the educational circuit.</p> <p>Through 58 events held in public settings, awareness of about 3500 people has been achieved.</p> <p>70 people from different environmental institutions (Government of Santa Cruz - 16 Wildlife Foundation Ser -3, -1 Zoo, Museum of Natural History - 8 Noel Kempff Foundation - 1 Botanical Garden - 1 race Biology and Environmental Science Students UAGRM - 40) were qualified as environmental multipliers for the project.</p>
<p>To establish an educational circuit that will be maintained with the participating</p>			X	<p>Six institutions are actively involved in the development of an educational circuit: (i) Race UAGM biology, ii) Municipal Zoo, iii) Botanical Garden, iv) Harmony Civil Association, v) Department of Natural Resources of the Government, and vi) Museum</p>

<p>institutions "The itinerant fair for wildlife conservation" to address various environmental issues in public settings.</p>				<p>Natural history). At the end of the report, 58 events have been developed in various public spaces in the city. Donation of binoculars, camera and microphone sound accessories by "Idea Wild" and "Optic for Tropic" is achieved. (Waiting for the arrival of these teams).</p>
<p>Strength the university extension works in biology, through the implementation of student practices in public settings in order to raise awareness about current environmental issues.</p>				<p>52 students in the field's biology and environmental sciences UAGRM participated in environmental training as multipliers in the project. 75% of all students are certified as environmental multipliers (39 people). 21 students in the field's biology UAGRM have participated as volunteers in the project during its development, strengthening their capacities as environmental multipliers. The UAGRM has granted work-scholarships to two biology students who actively supported the project. Five students have applied at the "university extension direction" for work-scholarships in order to ensure the development of project activities and process, post-funding from Rufford. The success and good results achieved with the university extension programme UAGRM promoted by the project Rufford 10790-1 has motivated the Directorate Career Biology to submit a project for the acquisition of resources in order to establish a university extension programme in environmental education.</p>
<p>Incorporate educational support material (primer, display thematic modules of the sample) to the cross-curricular educational institutions to educate participants about the conservation of biodiversity and to analyse environmental problems of the department.</p>		X		<p>Within the project educational materials have been developed and conceptualised in conjunction with the participating institutions (colouring sheets, six promotional stickers and nine informative panels). The materials have been adopted by the zoo, Botanical Gardens and the Natural Resources of the Government, as part of developing its activities related to environmental education. A weak point are the educational institutions who have participated in the project, evidencing the need for a more focused and sustained support in the sense of being able to develop educational materials for schools and colleges, achieving a "cross-curricular integration".</p>

<p>Generate opinion to the issue of illegal trafficking of wildlife in the different media, educating properly reports and media about the issue, sensitizing a larger number of citizens.</p>			<p>X</p>	<p>Three pages in the social networks have been created:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.facebook.com/groups/189474691214976/?fref=ts">https://www.facebook.com/groups/189474691214976/?fref=ts</a> (página del grupo de trabajo vinculado al proyecto)</li> <li>• <a href="https://www.facebook.com/pages/Los-animales-silvestres-NO-queremos-ser-mascotas/428492387267145?fref=ts">https://www.facebook.com/pages/Los-animales-silvestres-NO-queremos-ser-mascotas/428492387267145?fref=ts</a> (página de presentación del proyecto).</li> <li>• <a href="http://lasnqsm.wix.com/animales-silvestres">http://lasnqsm.wix.com/animales-silvestres</a> (página de presentación del proyecto)</li> </ul> <p>Media interviews were conducted allowing the project presentation in the mass media (Unitel TV channel, VIVA, “La Libelula”).</p>
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**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 various institutions has been affected by individualism of some institutions that wanted to take the “credit” on their own.

This situation has been overcome by defining an “institutional alliance” led by three institutions (Career Biology - UAGRM, Department of Natural Resources of the Government of Santa Cruz and the Rufford Project). The development of “consultation meetings” has allowed the planning of activities. The permanent telephone contact from the Rufford project with all the professionals involved to keep them properly informed, has been crucial for the realisation of the project activities.

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

1. The educational circuit was developed through the establishment of an inter-institutional partnership led by three institutions (Race UAGRM Biology, the Department of Natural Resources of the Government of Santa Cruz and the Rufford 10790-1 Draft). The educational circuit constitutes a new experience for the context of Santa Cruz, achieving recognition as an important environmental education event with very good level of education. The range of leisure and recreational activities among different age groups reached, has been able to link all members of participating families. 58 “environmental awareness” events in public settings (Zoo, Botanical Garden, University, Environmental Fairs, Fair of Protected Areas, Urban Parks) with an estimated 3500 people participating were developed.
2. The achievement of establishing a pilot university extension programme in the career of biology UAGRM. The qualification of 39 graduate students as environmental multipliers (21 of them in the same way as environmental volunteers), reaching good levels of academic training, allowing them to have contact and participate in the “solution” of the current environmental problems in the Department of Santa Cruz. Both the scheduling of the problem by the university sector and the generation of social capital in the field, opens real perspectives for a sustained scheduling of the topic and issue.
3. The project has achieved both, the establishment and strengthening of institutional alliance between DIRENA Department of Natural Resources of the Government of Santa Cruz, The

Career UAGRM Biology and the Santa Cruz Municipal Zoo, that will address more environmental education for the city of Santa Cruz.

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

Not applicable

**5. Are there any plans to continue this work?**

- The direction Career Biology UAGRM has started to formulate a university extension project taking as a reference the experience done in the framework of project Rufford 10790-1, the extension programme seeks to train students into environmental multipliers.
- Five biology students are seeking to apply for work-scholarships, in order to develop and voluntary continue with “environmental awareness” activities in the framework of project.
- With the donation of binoculars made by Optic for Tropic and Idea Wild (pending receipt of the equipment) is planned to develop environmental education and awareness for wildlife conservation in urban areas of the city of Santa Cruz.

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

The educational materials developed in the framework of project (handout colouring, stickers and information panels) have been adopted by three institutions (Municipal Zoo, Botanical Garden and Department of Natural Resources) who shall continue to use this material in their educational activities.

The educational strategy for the formation of environmental multipliers has been adopted as a university extension programme for the Career Biology UAGRM for the first and second half of 2014.

All materials such as puppets, information boards, costumes and masks of threatened species will be used in awareness campaigns to be undertaken jointly with the students of the Biology Career in the first half of 2014.

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

The project was executed on time as there were no unexpected events that required the extension of the project.

**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.**

1 Pounds= 9, 8 Bolivianos.

Item	Budgeted Amount	Actual Amount	Difference	Comments
<b>Coordination, planning and formation</b>				
Two coordinating meetings between the participating entities	0			
Three meetings with the educative sector	70	123,88	- 53,88	More activities scheduled with participating institutions were developed, increasing spending on these items
Support material and equipment (computer, projector)	60	73,98	- 13,98	
<b>Subtotal</b>	<b>130</b>	<b>197.86</b>	<b>- 67.86</b>	
<b>Elaboration of the educative material</b>				
Material for the development of five meetings where the educative material will be elaborated.	70	73,98	- 3,98	Increased values snacks.
Six meetings for the elaboration of puppets with recycled material	80	94,39	- 14,98	Increased values snacks low number of participants in the activities proposed.
Design and elaboration of communicative tools for the promotion of the "Itinerant Fair"	350	409,18	- 59,18	Value greater than budgeted.
Elaboration of educative material (10,000 stickers, 5,000 coloring papers, games )	700	474,49	225,51	The institutions supported with print materials for the activities in their institutions (Zoo and Botanical Garden).
Informative panels in public scenarios (10)	600	234,69	365,31	Lower value budgeted.
<b>Total Educative Material</b>	<b>1800</b>	<b>1.286,73</b>	<b>513,27</b>	
<b>Development of the "Itinerant Fair"</b>				
training seasons to 25 biology students Materials for the fair (moving scenarios)	400	431,84	- 31,84	Increased number of students as the participating in the training
Propaganda in TV, Newspaper, radio	110	-	110	This component was not paid
20 puppets shows in public scenarios	520	551,02	31,02	
Coordinator of the project during 8 months with a cost of 210 per months	1680	1.680,00	0	

Technical assistant with a cost of 95 per month for 8 months	760	760,00	0	
Local transport	220	388,78	-168.78	Development activities that required more transportation and mobilisation of all components of the educational circuit.
Communication	160	298,98	- 138,98	Inter-institutional coordination required more contact with staff, increasing this item.
Paperwork and office work	120	182,04	- 62.04	Development of more training activities
<b>Total of the educative circuit</b>	<b>3970</b>	<b>4.292,66</b>	<b>- 322.66</b>	
<b>Project Total</b>	<b>5900</b>	<b>5.777,25</b>	<b>122,75</b>	
Payment banking service rotating the outer		51,44		
Total executed more banking services		<b>5828,69</b>		
Balance as for development of outreach activities with volunteers in public settings		<b>71,31</b>		Remnant to develop specific outreach activities.

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

To extend the work to more public venues in the city in order to expand the coverage of the project and develop a proposal to work in educational institutions in the city, addressing the issue of not holding wild animals as pets.

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

All educational materials were made with the logo of Rufford (photos attached in document attached memory).

### 11. Any other comments?

The environmental education project in the thematic was new to the context of Santa Cruz. It has been showed to different institutions involved, how through puppet shows and other recreational and leisure activities, the participants of all ages or the "family in general" can be sensitised, and this with great success. The participants greatly enjoyed the activities and understood the message we wanted to transmit.