

The Rufford Small Grants Foundation

Final Report

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. 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. 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	Sarita Kendall
Project title	Community conservation and education along the Colombian Amazon frontiers
RSG reference	12519-B
Reporting period	January 2013 – February 2014
Amount of grant	£11.418
Your email address	saritaken@yahoo.com
Date of this report	27 February 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
Wildlife monitoring and protection				
Manatees				335 manatee sightings, no manatees hunted in study area. Calves released from nets by fishermen.
Dolphins				3432 dolphin sightings, record of 105 maximum sightings on one full survey, low mortality in Colombia
Turtles				36 nests emptied on beaches but progress towards controls on sales of eggs and involvement of Peruvian communities in beach protection
Sloths				Sloth population stable, big improvement in children's awareness for treatment of sloths passing through village, no longer used as pets
Pirarucu				Mapping of nests shows decrease in population, but fishermen have been respecting the off-season, very few pirarucú captures
Hérons				Increase in nests to 473, community taking over care of the ceiba trees and denouncing attempts to take young herons
Implementation of conservation calendar				Annual cycle used for education work by species in schools and communities, with emphasis on high risk periods. Workshop with fishermen on endangered species and threats by season
Community visits for conservation				22 Colombian, Peruvian and Brazilian communities visited by educators and fishermen for conservation work with over 1400 people, children, teachers, parents and of community authorities. Many more communities inviting Natütama to visit for conservation activities, especially in Peru. Trip to river Putumayo by educator and fisherman, education/conservation activities in small town (237 children) and Ticuna community (56 people) with information on dolphins,

				manatees and pirarucú in this new area. Manatee hunting on the decline but animals in the area.
Events – Turtle carnival, municipal day, Natütama week				High participation in all three events: Turtle carnival in four communities; street theatre with mythical Boa, mother of the aquatic world for municipal day. Rhythms of the River, based on the annual river cycle, for Natütama Week, with school children, and community taking part in games, workshops and Ticuna dance and music led by elders
Ecology groups				Five junior ecology groups and one infants' group active through the year, each group with different programme (e.g. herb and medicinal plant garden, looking after local streams, activities for International Sloth Day, bird conservation.) Improvement in relations among the children, parents pleased with results.
School environmental education programme				514 primary schoolchildren 1 st to 5 th grades, working towards five wildlife diplomas, including field trips and visits to Natütama underwater world. Teachers said they learned from Natütama approach and educators
Interpretation Centre visits				Over 9,000 visitors to Centre in 2013, 1,450 local children, elders and infants' groups for special activities. Schools from the interior of Colombia for education visits.
Development of conservation calendar materials				Large poster on threats to wildlife for each of four hydrological seasons, was presented at the Ethnobiology congress in Bogotá. Paintings based on seasons for future printed poster production and other uses such as jigsaws. Four plays developed out of the material and used through the year to reinforce conservation.
Production of monitoring document				Document recounting Natütama's experience with community monitoring strategies for different wildlife species, simple Spanish for fishermen, teachers, community authorities. Workshop with

				conservation questions arising from the document, fishermen enthusiastic to extend monitoring to other species.
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2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

During the year the public order situation in the central Putumayo grew worse. The area which we had planned to visit in order to do education and conservation work became more violent and the person we had hoped to collaborate with could not be found. We decided to travel to an area further downriver instead, carrying out education activities in schools and conservation work with fishermen and local authorities.

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

1. Visits to communities: We visited 22 Colombian, Brazilian and Peruvian communities in the Amazon during 2013, as well as two more along the river Putumayo. The education activities were linked to local schools in most cases, but adults and teachers took part. Natütama fishermen accompanying the educators worked with local authorities to diffuse legislation and identify threats to aquatic species, as well as suggesting strategies to protect manatees, turtles and dolphins (e.g. avoiding the use of heavy nets across channels travelled by manatees). In most communities the workshop and artistic activities were followed by a theatre presentation.

People in Peruvian communities were particularly welcoming because they say there is no work of this kind in their area. We were asked to revisit all the communities and local people talked about starting their own monitoring projects. There is a big demand for this kind of outreach work, and we shall try to spend more time in key Peruvian communities as current threats to aquatic species are much greater in Peru than in Colombia.

We also visited the Putumayo area for the first time, with education work in schools and discussions with elders and fishermen about dolphin and manatee conservation, with a strong response and requests that we visit the area more often.

2. Wildlife monitoring by the community: The Natütama fishermen took over all wildlife monitoring (10 species) and took action on a number of occasions when animals were threatened, without any prompting. In workshops through the year we analysed questions which arose from our monitoring and explored the need for including new species, such as jaguars and tapirs, and migrating birds that use the Amazon beaches in summer. Three of the team accompanied in bird counts with the national park and plan to carry out counts twice a year.

The document on community monitoring which recounts the Natütama experience is written in simple, accessible Spanish and the fishermen have found it easy to read and understand. They say that it will be valuable in Peruvian communities where people are asking for this kind of support. The fishermen have become effective ambassadors for conservation work in the area.

The idea of using 'cultural' rather than biological monitoring for some species is bearing fruit. We have revived the place of the mythical boa in local culture and children now look on the boa as the protector of all aquatic species, guardian of the lakes. This also helps build respect for other species, some of which are considered 'sacred' but have been hunted in the past. The Ticuna elders are enthusiastic about this cultural-biological strategy to protect species.

3. Education strategies with young children: Natütama educators had worked mainly with primary school children but in 2013 they developed strategies for visits by infants (2 to 6 years old) to the Interpretation Centre. Using rhythmic activities, stories and painting and modelling, they engaged over 220 young children (in small groups) for 3-hour workshops, including a 40-minute visit to the underwater world. The educators were stimulated by the challenge of keeping such young children interested and focussed, while the teachers who came with the groups were surprised by the maturity and resourcefulness of the educators. As a result, they said they would include Natütama in their activity plans for 2014.

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

The whole project is built around local communities: the guides, educators and fishermen working with Natütama are all indigenous people (mainly Ticuna) and integrate science and local culture in every aspect of our work. Community leaders, teachers, elders, children, fishermen and others are all involved in school and community activities. Our outreach teams worked in 22 communities during 2013 and our special events touched the lives of nearly everyone in the area.

The communities are more interested in conservation than they used to be and are motivated to try and improve the protection of species such as turtles and gulls on the beaches. Teachers say that the children benefit from Natütama 'different' approach to education and learn more easily: they know a lot about the aquatic world and develop a respect for wildlife. Ticuna leaders say that Natütama has managed to work 'with' and 'from within' the local culture, reviving stories and local knowledge that is being lost.

5. Are there any plans to continue this work?

Natütama is committed to this education and conservation programme in the Amazon and we shall continue as long as we can raise the funds to do so - part of our funding is self-generated by the Interpretation Centre.

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

We have been sharing our work through: a) academic congresses - Natütama won prizes for presentations at the Colombian Ethnobiology congress and the Colombian Ornithology congress in 2013 and will present work at the South American Aquatic Mammals congress and the Colombian Zoology congress in 2014; b) the Natütama Interpretation Centre, visited by more than 9000 people in 2013, where up to date results are presented; c) workshops with local people to evaluate ongoing work and results, for example with the National Park and teachers; d) written documents, including the Wildlife Monitoring document which has been put out on various networks, and articles on

manatees and education; and e) visits to Natütama by Colombian and foreign researchers who stay and learn from the programme.

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

The Grant was used between January 2013 and February 2014 as planned

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.

The differences in planned spending and actual spending are very small and are due to minor changes in prices over the year and exchange rate conversion.

Item	Budgeted Amount	Actual Amount	Difference	Comments
Monitoring by fishermen	1.348	1.342.78	- 5.22	
Petrol for monitoring	929	928.96	- 0.40	
Pirarucu nest mapping	108	113.37	+ 5.37	
Community visits	472	474.93	+ 2.93	
Putumayo visit	330	326.66	- 3.34	
Educators subsistence	2304	2.302.92	- 1.08	
Education materials	426	426.07	+ 0.07	
Boat transport	660	660.76	+ 0.76	
Junior ecology groups	1.350	1.350.15	+ 0.15	
Ecological calendar	660	663.60	+ 3.60	
Workshops	90	88.57	- 1.43	
Events, turtles etc	141	141.14	+ 0.14	
Education supervisor	2360	2.361.38	+ 1.38	
Natütama week	240	237.38	- 2.62	
TOTAL	11.418	11.418.67	+ 0.67	Exchange rate £1.00 = 2.8225.50 Colombian pesos

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

We plan to extend conservation and education work in Peruvian communities, both to more communities and working more intensively in those with the greatest conservation problems. At the same time, we shall be including new species in the monitoring programme. We shall also reinforce work in the Putumayo area if we can secure funding for this.

We are aiming to consolidate the educators, the guides and the fishermen's teams as more independent actors, taking over responsibility for organising all their activities and budgets; we also hope to generate more of our own income through the Natütama Centre, with Colombian private schools contributing to the education programme as part of their Centre visit.

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?

We did not use the logo, but we expressed thanks to Rufford on all our presentations, including one which won a prize at the Ethnobiology Congress in Bogotá

11. Any other comments?

As with previous grants, the Rufford administration was straightforward and efficient, making it much easier to concentrate on the project itself. Thank you for your support.