

Final Evaluation Report

Your Details	
Full Name	Adriana Gonzalez Pestana
Project Title	Research and Conservation of the Smooth hammerhead shark (<i>Sphyrna zygaena</i>) in their nursery area, northern Peru
Application ID	29671-2
Grant Amount	£6,000
Email Address	adri_gonpe@hotmail.com
Date of this Report	21-1-22

1. 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
Understand the biology and ecology of juvenile hammerheads				Could not be accomplish mainly due to Covid-19 restrictions.
Raise awareness and suggest management actions				Could not be completely accomplish mainly due to Covid-19 restrictions.

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

Two reasons have greatly challenged the development of the research component of this project: Covid limitations and fisher's mistrust of external actors related to hammerhead shark conservation. The key activity for this research component is marine fieldtrips onboard small-scale fisher's vessels. Covid-19 has greatly jeopardised this aspect due to safety conditions and resistant of fisher's to have an external person on their vessels. Besides that, the seasonal fishing ban (January to early March) on hammerheads and yearly quota (in 2021 quota was reached on mid-April) has been the most restricted since it was decreed in 2016, as hammerheads were legally caught for less than 2 months in 2021 and authorities have been monitoring and punishing those who did not obey. These has caused resentment and feelings of injustice among fishers who have traditionally caught these species for decades. Therefore, most fishers feel mistrust and fear to participate in the project.

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

Children's book of sharks and their habitat

This book will be a great and viable -in Covid context- tool to promote ocean literacy (movement promoted by UNESCO) in Peruvian children and allows the reader to become familiar with, value and respect marine life. This book will be a great contribution since Peruvians have a limited understanding of life under water, and their importance for humans. This ignorance generates an emotional and empathic disconnection in children. This is accentuated by lifestyles in the city, and exacerbated by the pandemic, limiting access to nature. We have created a story that presents anthropomorphic characters, that is, sharks and marine animals, with human behavior and feelings. The story addresses the importance of the family and the community, highlighting teamwork to promote caring for the environment. The story and illustrations mix reality and fantasy, allowing the reader to get closer to this unknown world, to understand that sharks are sentient beings, who experience emotions, are part of a large marine family and are threatened mainly by human

activities. Gender inclusion was also incorporated into the story by developing a child female character who is a leader and who break stereotypes by portraying them as bold and courageous. Also, one of the main characters has a birth disability, which makes him different, but unique. This idea stems from the possibility of promoting the identification of children with disabilities, who recognise themselves in the character, and at the same time see that with or without limitations we all contribute something to our society.

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

Except the children's book we were not able to implement the social component due to reasons explained above.

5. Are there any plans to continue this work?

Yes, we want to focus on the children's book. Covid-19 has shown us the importance of technology for educational purposes. Therefore, we want to continue this project by transforming the book into an audio music children's book. By virtualising it and including the audio component (songs, voices and nature sounds) we will greatly increase children's and parents' attractiveness and engagement. We will also develop extra activities in the last part of the book. These activities will reinforce the conservational and educational message in a didactic way. Activities will be aligned with school competencies developed by the Ministry of Education, so this book can be used in private and public schools. We also want to design complementary components (e.g., puppets for each of the story's characters and children's t-shirts) that will accompany the audio book.

For the objective i) understand the biology and ecology of juvenile hammerheads, and part of objective ii) suggest management actions, these are uncertain since are related mainly to the evolution of Covid-19.

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

We will implement a communication and diffusion plan, so the book reaches audiences (e.g., marketing through social media platforms and school visits, presentations if Covid-19 restrictions allows it).

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

The grant was used during 2020 and 2021 in which materials for field trips were purchased. The final due date of this project was by the end of 2021.

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
Subsistence: Food	300	60	-240	
Subsistence: Transportation	120	60	-60	
Subsistence: Housing	400	144	-256	
Workshops and training	98		-98	
Gathering fishers' data	480		-480	
Training & Incentives: Yacht captain course	1560		-1560	
Field trip: transportation	1008		-1008	
NGO expenses (5%)	300	300		
Education program: book printing	180	180		
Education program: layout	244	244		
Education program: book illustrations	780	780		
Research expenses: alcohol	20	20		
Research expenses: tubes	20	20		
Research expenses: Waterproof paper	15	15		
Research expenses: Measuring tapes	20	20		
Research expenses: tags	405	405		
Research expenses: gun tagger	50	50		
Bank fees & transactions		596	+596	
	6000	2298	-3702	

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

As mentioned above, we want to focus on the educational part of this project based on the deficiency in Peruvian ocean literacy and the major negative impact Covid-19 has caused in education.

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?

The Rufford Foundation logo will be included in the cover of the children's book and in the acknowledgement section we will thank Rufford for funding this project. In any presentations of this book, we will acknowledge Rufford.

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

Adriana was in charge of researching the theme of the play, and Katty in charge of how to approach it.

Together, led by Adriana, they defined the characters and the marine scenery; while in leadership by Katty the work was written, and its subsequent final draft.

Marcos was in charge, under Adriana and Katty's advice, of creating the illustrations, where Adriana checked that the illustrations of characters and marine scenery were aligned with the reality of the species and ecosystem of the Peruvian sea, and Katty that these were aligned with how to approach it.

Katty Córdova Bonilla is an educator with a master's in children's literature. She has experience in evaluating children's stories in the Ministry of Education and in teaching workshops on storytelling.

Marcos Torres Guzmán is an artist with a specialty in painting and has a master's degree in children's literature. He has worked as an author and illustrator of children's and youth literature at the Norma publishing group.