

# IPS - Lawrence Jacobsen Education Development Grant Application

Please complete the following application in the space provided. The application along with a 1-page vitae of the principal investigator should not exceed 6 pages. Font should be no less than 12pt. Please direct any questions regarding your application or this award to Dr. Patrícia Izar ([patrizar@usp.br](mailto:patrizar@usp.br)).

Application Due: March 1<sup>st</sup>

## Name

Last: GUILLEN

First: ROSAMIRA

Middle Initial: R.

## Project

**Title of Proposed Project:** "KEEPING THE WILD IN WILDLIFE: DISCOURAGING THE USE OF COTTON-TOP TAMARINS AS PETS IN NORTHERN COLOMBIA"

## Contact Information

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## Provide a 200 word summary of your proposal:

Cotton-top tamarins are small primates, only found in the tropical forests of northern Colombia (South America), and Critically Endangered due to extensive deforestation and capture for the illegal pet trade. Proyecto Tití (PT) is a non-profit organization working in Colombia to secure a long-term future for this charismatic primate, through field research, forest protection / restoration, community development and conservation education. PT has a long history of working with local communities living close to the forest, to increase awareness and involvement in conservation actions to help protect cotton-tops, through the development of a series of education programs. One of these programs is the "Keeping the Wild in Wildlife" program, which focuses on teaching elementary school students about the differences between wild animals and domestic animals, and the importance of keeping cotton-tops and other wild animals in the forest and not in their homes. After completion of the program, we expect students to make a personal commitment to not have cotton-top tamarins and any other animals found in the wild as pets. We will measure the impact of this program by conducting an evaluation pre and post implementation of the program, on a sample of the participating students.

**1. Describe the purpose of this request. Provide detail on the conservation need and the educational objectives. (1/2 page maximum)**

Keeping wild animals as pets is a common occurrence in Colombia. Most people in rural communities do not understand the differences between wild animals and domestic animals, and neither the impact that keeping cotton-top tamarins and other wild animals as pets has on their wild populations and their ecosystem, especially impacting their health and the long-term survival of the species. Through our other education programs (CARTITILLA, TITI CLUB, TITI LEADERS, etc.) we have seen a marked decrease in the number of people who want to have a cotton-top tamarin or other animals found in the forests as pets, once they understand the consequences of their actions and the impact to the long-term survival of the species. Thus, we believe it is of utmost importance to teach students, starting at a young age, to identify their local wildlife, especially cotton-top tamarins, to understand the difference between wild animals and domestic animals, and to understand why wild animals should stay in the forest and not in our homes. The "Keeping the Wild in Wildlife" program targets 4<sup>th</sup> and 5<sup>th</sup> grades students from local communities living close to cotton-top tamarin forest in the Departments of Atlántico and Bolívar in northern Colombia, in the two locations where Proyecto Tití works (Santa Catalina and San Juan Nepomuceno). We are requesting support from the IPS - Lawrence Jacobsen Education Development Grant to implement the "Keeping the Wild in Wildlife" program in one of the schools of the Santa Catalina location, delivering this program to at least 125 students (5 classes of 25 students each) of 4<sup>th</sup> and 5<sup>th</sup> grades in the local elementary schools. The requested funds will cover the cost of printed material, paper supplies (colors, paper, markers, etc), buttons, snacks for students, and a puppeteer for the puppet show that is part of one of the sessions of this education program.

**2. What methods will be used to implement the program? Please provide specific details. (1/2 page maximum)**

The "Keeping the Wild in Wildlife" program is implemented through 4 weekly working sessions (2 hours / week) plus two evaluation sessions, pre and post implementation of the program. Proyecto Tití (PT) facilitators visit the schools and carry out the working sessions, with the support of the school teachers. The first working session focuses on learning about local wildlife that shares a home with cotton-top tamarins in the local forests. Through games and activities, that include cards with illustrations of the different animal species, PT facilitators teach students about the different local wildlife species, highlighting cotton-tops and also the animals (both domestic and wild) that are less known and recognized by the students, as identified on the pre evaluation session. The second working session focuses on understanding the differences between a wild animal that is found in the forest and a domestic animal that is adapted to living with humans. PT's facilitators read the stories on the "PasaTITÍempos" booklet (a story / coloring book with games designed by PT) and students later color these stories in their booklet and play games. The third session includes a puppet show that tells a story about a child that gets lost in the forest and has to go through the hardship of being away from his family, not having a comfortable place to sleep on and proper food to eat. This story gets students into the situation that wild animals have to face when they are captured from the wild and kept as pets. After the puppet session, students continue to develop the activities of the "PasaTITÍempos" booklet. Over the second and third sessions previously described, PT facilitators emphasize that wild animals do not need humans to survive, while domestic animals depend on human care. On the fourth and last session, students make posters to share what they learned, with other school students and with their families. Students make a public commitment to not have cotton-top tamarins or any other wildlife as pets, and they receive a 3-inch button with a message: "I don't have wild animals as pets", which they can wear in their lapelle of in their backpack.

### **3. What methods will be used to evaluate the success of your program?**

We will evaluate the success of the “Keeping the Wild in Wildlife” program through implementation of pre and post evaluation tools which have been designed to measure the ability of students to: 1) recognize animals from the local wildlife, 2) classify wild animals and domestic animals, 3) understand why wild animals should not be kept as pets in their homes.

Proyecto Tití education facilitators will visit the participating classes previous and after implementation of the “Keeping the Wild in Wildlife” program, and they will select a statistically significant sample of students to evaluate from the participating classes. First they will provide evaluated students with a deck of 30 cards that have illustrations of 15 wild and 15 domestic animals that are common in the area, including cotton-top tamarins, and ask them to select which of those animals they can recognize and name. They are then asked to classify the animals they were able to recognize, into two groups: one of domestic animals and one of wild animals. And lastly, PT’s facilitators ask the students two questions: 1) “Why are humans not necessary for the survival of wild animals?”, and 2) “What happens if wild animals are brought into human houses?”. Student’s answers are voice recorded, and later tabulated and analyzed to produce results that illustrate the change in knowledge and awareness with regards of the objectives of this program, and the overall impact of the “Keeping the Wild in Wildlife” program.

### **4. Describe the potential conservation impact.**

Over the 4 years we have been implementing the “Keeping the Wild in Wildlife” program in our target rural schools, results of our pre and post evaluations have illustrated that students increased their ability to identify and classify wild animals as such, by 210%, a statistically significant result that confirms the effectiveness of this program to increase knowledge and awareness about the impact of capturing and keeping cotton-top tamarins and other wildlife as pets at home. These students will have the opportunity later on, when they reach 7<sup>th</sup> grade, to participate in PT’s CARTITILLA, a program that increases the knowledge of students about cotton-top tamarins, their threats and potential solutions for their long-term conservation. Previous results of the CARTITILLA program evaluation have illustrated that after participating on this program, students increase their knowledge by 34%, also a statistically significant increase. After CARTITILLA, students can participate in other PT programs that teach environmentally friendly practices at home and environmental leadership, and even they can get PT’s BLUE SKY scholarship to attend vocational school in the environmental field. Building this kind of capacity in students, starting at an early age, increases the chances of them becoming environmentally sensitive young individuals who understand the impact of human actions in the environment, and the importance of a healthy environment for humans, and who are more likely to actively support conservation when they are adults. This is the kind of awareness we expect to raise with the “Keeping the Wild in Wildlife” program and PT’s other education programs, to help guarantee a long-term future for the critically endangered cotton-top tamarin.

### **5. Provide a timeline for the education initiative.**

We plan on conducting the “Keeping the Wild in Wildlife” during the second semester of 2017 in one of the schools of the Santa Catalina location, during the months of September and October, starting with a visit to the schools to coordinate logistics with the teachers in early September, a pre evaluation session in mid-September, then the four weekly sessions of the program between September and October, and finally the post evaluation session in late October.

**6. Budget – Please provide detailed information for all expenditures not to exceed \$1500.00. Do you have additional funds for this program? If so, please list funding sources and amounts.**

We are requesting support for the amount of **\$1,500 (One thousand five hundred dollars)** to cover the following expenses:

- Printing of 125 coloring / game playing booklets (Pasatitios), one for each participating student to keep. Unit cost is \$3 USD x 125 students = **\$375 USD** Total.
- Color pencils (box with 12 colors) one for each participating student to keep. Unit cost is \$2 USD x 125 students = **\$250 USD** Total.
- 25 kits of paper supplies and materials for artistic production (includes markers, cardboard, colored paper, pencils, scissors, glue, etc) – each kit to be shared by groups of 5 students. Unit cost is \$10 x 25 groups of students = **\$250 USD** Total.
- 125 3 inch-diameter buttons with conservation message to be given to participating students on the last session. Unit cost is \$1 x 125 = **\$125 USD** Total.
- 500 snacks for participating students. Unit cost is \$2 USD (\$0,5 per session x 4 sessions) x 125 students = **\$250 USD** Total.
- 5 puppet shows for session 3 of this program (one puppet show per participating class) at \$50 USD each session (professional puppeteer fees) x 5 sessions = **\$250 USD** Total.

We have secured funding from the Wildlife Conservation Network to cover the following expenses of this program:

- Two Proyecto Titi's facilitators to implement the program, conduct the pre and post evaluation sessions and process and tabulate the results of the evaluation sessions, at \$1,500 each x 2 staff = **\$3,000 USD** Total.
- Transportation of Proyecto Titi's staff to the participating schools for coordinating with teachers, conducting pre and post evaluations and implementing the four sessions of the program **\$250 USD** Total

**(Optional Section)**

**Conservation through Community Involvement (CCI)**

If you plan to include community conservation in your program you may be eligible for an additional award of \$500 to support these initiatives. Please describe your Community Conservation Initiative (CCI) component below, addressing how these funds will be used and how this will impact conservation in your region. For more information on CCI and suggested CCI practices, please see the Guidelines for Conservation through Community Involvement posted in the publications section of the IPS website. (Do NOT exceed the space provided here. If you are not applying for CCI funds, write "Not Applicable.")

**Send this application with a 1-page vitae of the principal investigator to:  
Dr. Elizabeth Lonsdorf ([Elizabeth.lonsdorf@fandm.edu](mailto:Elizabeth.lonsdorf@fandm.edu)).**