

080909 - Education Center for the Conservation of the Serra do Urubu Important Bird Area (IBA), Pernambuco state, Northeastern Brazil

Brazil, Lagoa dos Gatos municipality

A final report to the Conservation Leadership Programme



From Sociedade para a Conservação das Aves do Brasil - SAVE Brasil

This project was developed to discuss key issues about environment, engaging the local community into the regional biodiversity conservation.

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Section 1

1.1 Summary

Serra do Urubu is a complex of remnants of Atlantic Forest located in Northeastern of Brazil. It houses 10 globally threatened bird species, three of them classified as Critically Endangered. Due to the high level of threatened and endemic birds, it is one of the most important sites for bird conservation in Brazil. Despite this richness, the levels of poverty are very high and the local community exploits the remaining forests, especially in making charcoal. Aiming to discuss key issues related to environment and to engage the local community in the conservation of the region, SAVE Brasil implemented the Education Center for the Conservation of Serra do Urubu. It was opened in October 2009 and so far 63 activities were carried out with about 730 participations and almost 200 participants. Approximately 500 people have already attended the events promoted, most of them teenagers (72%). With the Center's creation SAVE Brasil has built a channel to interact with people. It has also provided a mechanism for different local groups to approach SAVE Brasil to establish partnerships and to help us in our actions.

1.2 Introduction

The Serra do Urubu is a sort of Atlantic Forest fragments, located at Pernambuco State, comprehending Jaqueira, São Benedito do Sul and Lagoa dos Gatos municipalities (see Figures 1 and 2 below), in the Northeastern of Brazil (Bencke et al., 2006). This portion of Atlantic forest, in the north of São Francisco River is part of an endemism area called Pernambuco Center (Silva & Castelletti, 2003). It is the second known locality that houses all four threatened and montane endemics birds of the region (Orange-bellied Antwren, Alagoas Antwren, Alagoas Tyrannulet and Alagoas-foilage Gleaner) as well as the second site where the Alagoas Foliage-gleaner has been recorded (Barnett et al., 2005). In addition, there are other six globally threatened bird species (Bencke et al., 2006) including the White-collared Kite, recently registered at Serra do Urubu (Tatiana Pongiluppi, Carlos O. A. Gussoni and Pedro F. Develey, pers. obs.).

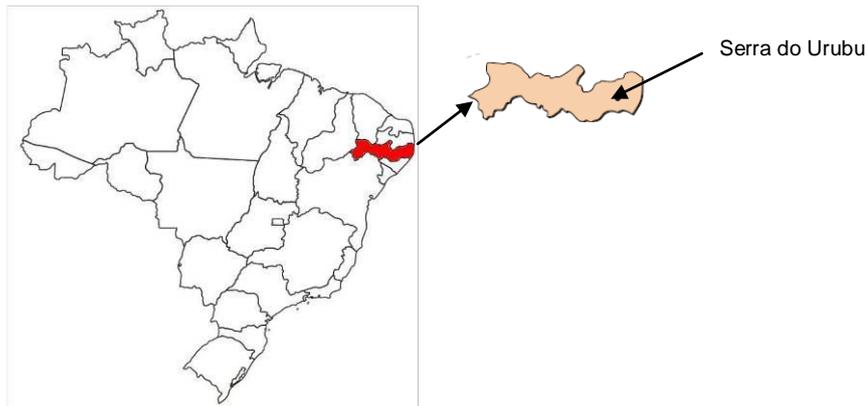


Figure 1: Map of Brazil with the Serra do Urubu location at Pernambuco State.

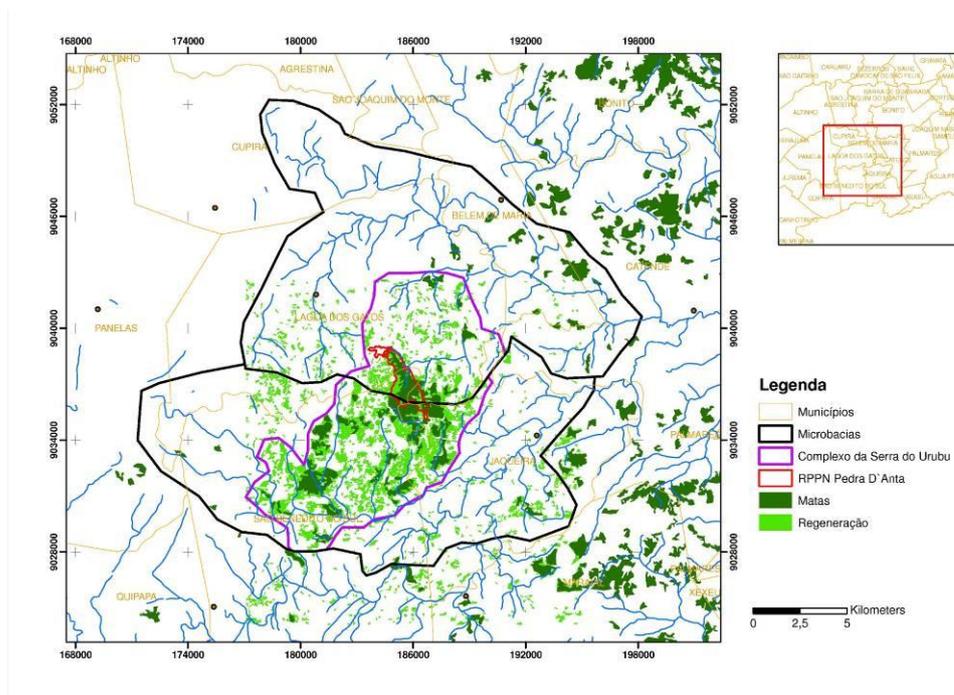


Figure 2: Map of forest remnants at Serra do Urubu region. The purple line delimits Serra do Urubu. The red line corresponds to SAVE Brasil's reserve. Dark green are the forests and the light green are the regenerating forests.

Due to the high level of threatened and endemic birds, Serra do Urubu is one of the most important sites for bird conservation in Brazil. It is considered by BirdLife International and SAVE Brasil as an Important Bird Area (IBA) of priority action. The region is recognized by the Brazilian Ministry of Environment as an area of extreme importance for conservation, being also an AZE (Alliance for Zero Extinction) site. Despite this richness, the levels of poverty are very high and until recently the local community had exploited the remaining forests, especially in making charcoal.

Considering this extreme relevance, in 2004 SAVE Brasil purchased a forest area in the region to create a private reserve. The area is adjacent to the Frei Caneca private reserve and together both fragments provide nearly 1,000 hectares of preserved forests, the last significant remnant of Atlantic Forest in the region.

In order to address the environmental problems in the region, one of the SAVE Brasil's lines of action in the region is education. In 2007, SAVE Brasil initiated in Lagoa dos Gatos the implementation of an environmental education program involving local schools named "Zidedeando no Nordeste". The name is inspired in the common name of an endemic and threatened bird of the region, the Orange-bellied Antwren (in Portuguese *zidedê-do-nordeste*). The program's purpose was to build capacity in a group of monitors composed by 30 teenagers from 13-15 years who are disseminating information on the biological importance of the region to the community.

The "Zidedeando no Nordeste" had worked as a pilot project, and through the development of these activities we were able to evaluate how the conservation theme is perceived by the community and how they connect with such activities.

The lessons learned from the last year of activities set the basis to consolidate our efforts and approach other groups of the community. In this context arises the Education Center for the Conservation of the Serra do Urubu, a place to carry out educational activities involving the general public with the aim of building concepts, values and conservationist attitudes.

1.3 Project Members

The project team was composed by a group of young biologists with age between 22 to 26 years old.

The project leader, Tatiana Pongiluppi, initiated in the project as volunteer and was hired by SAVE Brasil in January 2010. Tatiana was in charge of the project management and the coordination of the team and the activities.

Maria Cíntia Matias dos Santos, also initiated in the project as volunteer, working in parallel at a shoes store. In the course of the project SAVE Brasil hired Maria Cíntia who works at the Center as environmental educator. Cintia is responsible for planning, organizing and conducting educational activities in the Education Center.

Amanda, who was listed as part of the team in the project proposal, could not get involved with activities in the Center. She was working full time and did not have time to support the project.

It is important to emphasize that the project had the support of three collaborators (Priscila Napoli, Maria das Dores Melo e Sônia Roda), who advised and supported the project execution.



Figure 3: Tatiana, Cintia (both in the right) with the monitors group and their parents.

Section 2

2.1 Aim and Objectives

The Education Center for the Conservation of the Serra do Urubu IBA has as major aim to discuss key issues related to environment and to engage the local community in the conservation of the region.

The main objectives of the project are:

1. Disseminate the importance of conserving the natural resources.
2. Involve local institutions and governmental bodies in the promotion of education activities.
3. Engage the community in the elaboration of conservation actions.
4. Evaluate the project's impact on the community in terms of participation, involvement and knowledge acquired.

2.2 Methodology

The Education Center activities were developed in three lines to accomplish the objectives: 1) weekly activities in the Education Center, 2) weekly meetings with a monitors group (trained in a previous educational project, the “Zidedeando no Nordeste”) and 3) fortnightly activities at a local school.

Activities were conducted using a plain language and in a participatory way, always considering the previous knowledge and giving practical examples. Information about local biodiversity, the importance of the natural resources and environment were disseminated through a number of events as presentations, talks, workshops, campaigns in local festivities, field visits, birdwatching tours and festivals (as the World Bird Festival), periodically promoted by the project team. We also developed playful and cultural activities like movie sessions, games and implemented an environmental library. As the activities involved different audiences, the language and format of these events were adapted according to their profile.

There were activities focused on special audiences as children and the elderly. For children games, stories and painting activities were promoted and for the elderly we developed a program called “My memories” where they could share their knowledge about the local nature and remember about their relation with the environment, telling their memories to teenagers and children.

In order to involve the local institutions in the project and to articulate partnerships, meetings were promoted to present the project’s objectives. In the same way, we conducted meetings to engage the local community in the conservation process.

Activities were communicated to the public personally, by the project monitors and coordinators, and through posters distributed in strategic points in the city. We also tested the use of sound car (a car with a sound bass that circulates in the whole city advertising about events or commerce in general. See Figure 3).



Figure 4: Sound car used to advertising of Center Activities.

Activities were monitored through regular in-depth interviews (informal conversational and standardized open-ended interviews), group discussions, and also observational methods, evaluating knowledge acquired and the community's response to the activities. A public opinion research was developed to understand the needs and expectations of the community as well as to evaluate the project's impacts on their knowledge, perception and attitudes. The research was divided in 5 thematic lines: leisure and entertainment, development / firewood x charcoal, biodiversity, environment perception and perception about SAVE Brasil's work. Three different groups were targeted and divided by age: teenagers (13-19 years), young (20-27 years) and adults (28-40 years). The research was applied in 4 groups, two of teenagers (experimental and control) and two of young (experimental and control). In the adults' case, the research was applied individually as an in-depth interview, as it became unviable to put all of them together at the same place and time. All the interviews were recorded and 33 people participated. The public opinion research was reapplied in these target groups after 11 months of the beginning of the Center's activities.

Also, to measure the frequency, participant's profile, efficiency of the communication methods and the acceptability of the activities, a database was developed and fed every week with information about the activities and participants.

2.3 Outputs and Results

The regular center's activities were attended by 174 people (considering just the ones registered in our database) and had 716 participations. In this first year, 63 activities took place in the center, including talks, discussions, workshops, movie sessions and games (Please, look at appendix 1). However, if we consider events where participants were not registered, the importance of conserving the natural resources was disseminated to more than 500 people. Among the center activities the movie sessions were the most attended, with an average of 28 participants per session, followed by field trips with about 17 attendees per trip.



Figures 5 and 6: Talk and movie session at the Center.



Figures 7 and 8: Activities for children and birdwatching tour.

Education activities were also developed at the Saint John's Party, a traditional event from northeast of Brazil, which is promoted in Lagoa dos Gatos by the local Education Agency. During the event in 2009, we promoted the elections for the Center's name. About 100 people voted and the name chosen, for our surprise, was the same of our CLP project: "Education Center for the Conservation of Serra do Urubu" (In Portuguese, *Centro de Educação para a Conservação Serra do Urubu*). Following the objective of involving local institutions in the promotion of educational activities, SAVE Brasil took part in a talk to celebrate the Tree Day in partnership with a local NGO called Núcleo Pró-Vida, Meio Ambiente e Cultura, and the State School Professor Manoel Edmundo. This enabled SAVE Brasil to establish a partnership with the school, to give support and advices to implement an Environmental Action Plan at the School. SAVE Brasil also had meetings with the Social Services Agency and the local NGO "Movimento Gatos de Atitude" to discuss how to integrate the environmental theme in their activities. Although they were very interested and receptive with the idea, they do not have enough staff members to conduct the activities.



Figures 9, 10, 11, 12 and 13: SAVE Brasil's stand at Saint John's Party in 2009 and 2010 .

Concerning the objective of engaging the community in the elaboration of conservation actions, SAVE Brasil focused efforts in the group of environmental monitors and this strategy proved to be effective as the best results were obtained with this group. Since September 2009 weekly workshops are being conducted with the monitors of the project. About 14 teenagers are frequently taking part of the meetings, where they plan and elaborate activities to be executed at the center.



Figures 14 and 15: Monitors conducting activities in the school and in the center.

In order to monitor and evaluate the project's impacts, 33 people answered a public opinion research in the beginning of the project and were interviewed again one year after. About 60% of them changed their perception about the environment. Analyzing the database (see the model in Appendix 2) we can see that about 6,3% of participants attended more than 20% of activities (this corresponds to more than 12 activities). If we consider the participants that took part in more than 3 activities this percentage increases to 65%. Teenagers are the group that most attended the activities, with 72% of the participations (see Table 1 below). When asked how they got to know about the center activities, the most common answers were through the coordinators of the center and the monitors, respectively with 71,5% and 23% of the answers. Showing us the effectiveness of the word of mouth in this case (see Table 2). In 63 activities an internal evaluation form, pointing the positive and to be improved aspects, was distributed to participants. These evaluations are of great importance for SAVE Brasil to adapt and improve the activities (see some forms in Appendix 3).

Table 1 – Frequency of participants per age group

Age group	Number of participations	% of participation
Teenager	484	72,2
Children	115	17,2
Adult	34	5,1
Elderly	21	3,1
Young	16	2,4

Table 2 – Communication of the Center's activities

Communication tool	Number of mentions to the tool	% of mentions to the tool
Coordinators	412	71,5
Monitors	133	23,1
Banners	30	5,2
Neighbor	1	0,2

2.4 Achievements and Impacts

Through the center's activities we were able to build a communication channel with the community, to disseminate to them the existence of the Serra do Urubu and its importance and, also, to raise awareness about the importance of conserving the local biodiversity and natural resources. As a result, many people recognize SAVE Brasil as the environmental organization in the city. Some people look for us to make denounces of deforestation at Serra do Urubu and of capture of wild birds. It is a positive attitude towards environment, they demonstrate indignation, but on the other hand we identify that it would be better if they could denounce to the authorities and incorporate this as their responsibility too. At the same time, this is an important step in developing their sense of stewardship. Another important achievement was the incorporation of the environmental theme at a traditional event, promoted by the Education Agency, to celebrate Brazil's Independence, where schools performed a parade about important issues that affect the planet. The school in charge of the environment theme asked us to give technical support to their exhibitions (Figure 16). The impact of this parade is huge once it is an event attended by a great number of community members. In the end of the presentation, children gave to the mayor of Lagoa dos Gatos seedlings of the Atlantic Forest and said to him that they are to reforest the urban areas of the city (Figure 17).

The Education Agency has been very supportive with SAVE Brasil and the Center and always looks for us when they plan environmental activities.



Figures 16 and 17: Children carrying a banner about environmental problems and giving to the mayor of the Lagoa dos Gatos a seedling of Atlantic Forest.

Another relevant result of SAVE Brasil's efforts to articulate with local institutions the incorporation of the environmental agenda into their activities was the nomination of the School Professor Manoel Edmundo, by the Pernambuco Agency of Education, as a model of sustainable school. Only eight schools in the entire state of Pernambuco received this nomination. This occurred as a consequence of the implementation at the school of an Environmental Action Plan, developed by SAVE Brasil in partnership with the Manoel Edmundo's board. As a result of the nomination, the school is taking part of a training program that includes an environmental course in Pantanal attended by the school's coordinator and teachers all over Brazil, being an excellent opportunity to share knowledge and experience. In addition, an environmental education course to implement the program in the school and to continue the Environmental Action Plan in 2011 will be provided to some staff members of the school, local community members and a to a member of SAVE Brasil's staff. Being a model of sustainable school will be valuable for Manoel Edmundo to influence, to stimulate and to build capacity in the other schools at Lagoa dos Gatos municipality.

Also, an important impact of SAVE Brasil's efforts in this line of action is the sense of responsibility created among the students that are taking part of the fortnightly workshops in the school. They prepared, on their own initiative, banners with environmental messages and distributed them in some classrooms to disseminate to the other students (Figure 18).



Figure 18: Banner elaborated by the students from State School Manoel Edmund and fixed in the classroom (Message on the banner: Preserve life by preserving nature).

One of the groups that was most impacted by SAVE Brasil's efforts during this year was the monitors group. They are acting as team members of SAVE Brasil, aware of their responsibilities and commitments, and proud about their actions. They make great progress every workshop. Two of them, who were very quiet and shy, are now very participative, talking to the center's visitors, giving classes and contributing to the discussions with the monitors group.

The dissemination actions that the monitors are developing are extremely important to help SAVE Brasil to motivate the local community to take part in the elaboration of conservation actions to protect the region, because now people know about Serra do Urubu and its threats and can follow the monitors' example.

Section 3

3.1 Conclusion

After the launch of the Education Center's, it has been possible for SAVE Brasil to keep in close contact with the community and to build a stronger relationship with them. With the Center's creation, we have built a channel to interact with people, something that is recognized as important by the community. It has also provided a mechanism for different local groups to approach SAVE Brasil to establish partnerships and to help us in our actions.

Regarding to the environmental monitors group, it is remarkable how they have matured and engaged in the project. They act as members of the project team and not only as beneficiaries. It is a great advance in their capacity building process, because

they incorporate the role of true partners in the conservation of Serra do Urubu. Now we have supporters within the community members who are spokespeople for our work and work in true partnership with our field team to achieve our conservation goals.

3.2 Problems encountered and lessons learnt

a. During the first months of the Center, few people attended the activities. When we implemented the movies sessions and started to communicate the activities at schools, the public increased considerably. Communicating the activities at schools has played an important role and became a good channel of communication with the community once children take their parents together to the activities.

b. Saturdays was not a good day to open the Center and develop activities. This is the day of the Lagoa dos Gatos weekly street fair, where people buy their food supplies. We thought it could be a good idea for children to stay at the Center while their parents are walking across the fair. But, as Lagoa dos Gatos is a small city, the fair is like an event that even children like to attend and it is the focus of the community. From this experience, we could learn that, when there is a traditional event like this, it is better to promote activities in another day or as part of the event.

c. In the beginning of the project, the team was composed by volunteers, and it was difficult to count on their regular participation in the activities. When the team was hired by SAVE Brasil, it was possible to improve and expand the activities, and to engage more people in their development.

d. One of the tools used to measure the perception, knowledge and attitudes (the public opinion research) was not efficient to evaluate activities in the education center. Most of the people interviewed did not attend the activities. As the public at the center is dynamic, it is always changing, and we do not have the same target group at every activity, being difficult to measure the progress in this way. The database helped a lot to monitor and understand the most attractive activities, if people are coming back and details about the most frequent public and communication effectiveness. Even though, it is not enough to evaluate the impacts of the activities in the perception and attitudes of the audience, so we intend to work on the development of a methodology that can be applied in education centers.

e. The involvement of group of monitors was extremely important to engage the participants in the activities. We believe that our strategy of building capacity in a group of teenagers was really important to the Center's success, because they act as members of the project team supporting the activities and the communication between SAVE Brasil and the community. Also, they are a potential group to continue promoting conservation actions in the future by themselves. Other aspect is the importance of the center to empower the group; it is like a challenge for them and they are facing it with great creativity, always proposing smart ideas to attract the community. They have new things to deal with and are acquiring new skills and knowledge what works as a stimulus for them.

f. One of the team members, Cintia, is a biologist from the local community and this is very positive for the project because she knows very well the dynamics of the city, knows the people and what they like. It helps to fits the activities into the desires of participants and to deal with the daily issues related to the relationship with the community.

g. Another relevant aspect to motivate the community involvement is to always innovate and create new activities. It can be done by focusing on different publics each month, for example, workshops to women, games to children and discussions with elderly. The lesson here is to always bring new things to the community.

h. Initially days and time of activities were random, but we realized that to keep the activities at the same day and time was more effective, because then people can program their visits to the Center according to the activities they are most interested in.

i. And, finally, a crucial lesson is to be patient, and to keep the hope and determination even in the most difficulties times, especially, in the beginning when just 3 or 4 participants come to the activities. The team who is running and acting through an Education Center cannot give up in the first moments, it takes time to people know about activities and to break the barrier of leaving their houses to go to a place and discuss environment. So the message is: be insistent!

3.3 In the Future

The next steps of the project are to:

- Expand the work with schools;
- Continue the workshops and the support to the monitors group;
- Prospect potential people to establish site support groups in the region;
- Implement the Environmental Action Plan 2011 with the State School Manoel Edmundo;
- Improve the system of monitoring and evaluation to measure the impacts of the Education Center.
- Build a strong relationship with the City Hall;
- Start a program at the local radio about the Serra do Urubu and the Education Center, with the support of the City Hall;
- Elaborate a fundraising strategy to ensure the Center's sustainability in the long term (SAVE Brasil has secured funds for the minimum maintenance of the center and the team for the next two years) and to improve and innovate educational activities.
- Develop a network of people interested in the region's conservation. This will be very important to continue activities already established by SAVE Brasil, as restoration, reserve maintenance and conservation and avoid the deforestation.

Section 4

4.1 Appendices

Appendix 1 - List of Center's activities and number of participants

Activity Number	Activities	N° of participants
1	Inauguração	44
2	Minhas Memórias	13
3	Riquezas da Serra do Urubu	17
4	Visita	3
5	Aves da Serra do Urubu	25
6	Passeio para Fazenda	15
7	Passeio para Fazenda	24
8	Hora da Brincadeira	21
9	Árvore dos Sonhos	10
10	Oficina	5
11	Visita	6
12	Oficina	9
13	Oficina	5
14	Recordando Nossa Lagoa	6
15	Oficina	5
16	Aberto ao público	3
17	Oficina	9
18	Aprendendo a reciclar	26
19	Aberto ao público	3
20	Passeio para Fazenda	15
21	Oficina	5
22	Aberto ao público	2
23	Oficina	3
24	Minhas memórias	4
25	Aberto ao público	5
26	Oficina	9
27	Destino do nosso lixo	12
28	Passeio para Fazenda	6
29	Oficina	8
30	Passeio para Fazenda	26
32	Oficina	5
33	Sessão cinema Wall-e	12
34	Aberto ao público	1
35	Passarinhos da nossa cidade	6
36	Oficina	5
37	Atividade da Escola Professor Manoel Edmundo	22
38	Atividade para as crianças	13
39	Oficina	3
40	Palestra: água essencial para a vida	11
41	Aberto ao público	1
42	Oficina	5

43	Oficina	4
44	Palestra: Reciclagem, reutilização e redução	3
45	Aberto ao público	1
46	Oficina	4
46	Atividade da Escola Professor Manoel Edmundo	15
47	Sessão cinema: o dia depois de amanhã	12
48	Evento: Festa Junina	25
49	Atividade para as crianças	4
50	Palestra: resíduos de nossas residências	6
51	Aberto ao público	4
52	Oficina	3
53	Sessão cinema Bee Movie, a história de uma abelha	55
54	Oficina	5
55	Palestra: Biodiversidade o que é isso?	19
56	Atividade da Escola Professor Manoel Edmundo	11
57	Oficina	5
58	Reprise do filme Bee Movie, a história de uma abelha	33
59	Atividade da Escola Professor Manoel Edmundo	15
60	Oficina	6
61	Atividade para crianças	19
62	Sessão cinema ANTZ Formiguinha Z	27
63	Palestra: Árvore e meio ambiente	12

Appendix 2 – Database used to record information about project activities and participants

Microsoft Excel - banco de dados CEC_set10

Arquivo Editar Exibir Inserir Formatar Ferramentas Dados Janela Ajuda Digite uma pergunta

D25 José Vieira dos Santos

	A	B	D	E	G	H	I	J
1	Planilha de Frequência dos visitantes do Centro de Educação para a Conservação Serra do Urubu							
2	Data	Atividade	Nome	Idade	Localidade / Instituição	Escolaridade	Profissão/Cargo	Como ficou sabendo?
3	5-out-09	Inauguração	Daniel Matias dos Santos	30/4/01				Coordenadoras
4	5-out-09	Inauguração	Daniele Renata da Silva	1/8/94	Lagoa dos Gatos	8ª série	Estudante (monitor)	Coordenadoras
5	5-out-09	Inauguração	Denise Rodrigues Soares	1965	Sec. de Educação	Superior	Pedagoga - Secret	Convite
6	5-out-09	Inauguração	Diego Antonio da Silva	1998	Igarapeassú	5ª série	Estudante	Monitores
7	5-out-09	Inauguração	Disandro Luiz Ferreira	1982	Acompanhante Elizandra	Superior	Administrador	Convite
8	5-out-09	Inauguração	Edjailson Pereira de Aquino	1975	Núcleo Pró-Vida, Cidadania	Superior	Professor	Convite
9	5-out-09	Inauguração	Elizandra Cristina da Silva	1980	Sec. Turismo e Cultura	Superior	Bióloga - Secretári	Convite
10	5-out-09	Inauguração	Erica Karine Silva Correia	1998	Centro	8ª série	Estudante	Monitores
11	5-out-09	Inauguração	Evellym Mikaela Rodrigues	7/9/96	centro	8ª série		Coordenadoras
12	5-out-09	Inauguração	Felipe Matias dos Santos	15/3/00	Sítio Bebida	5ª série	estudante	Coordenadoras
13	5-out-09	Inauguração	Gabriel Pereira Callado	2003	Trav. Sebastião	1ª série	Estudante	Monitores
14	5-out-09	Inauguração	Gilmar da Silva	1996	Sítio Bebida	7ª série	Estudante	Monitores
15	5-out-09	Inauguração	Glauciely Aparecida Torres Silva	6/2/95	compesa	1º NM	estudante (monitor)	Coordenadoras
16	5-out-09	Inauguração	Helena Maria Rodrigues	1951	R. Assis	4ª série		Monitores
17	5-out-09	Inauguração	Helena Pereira	1947	Depósito de Construção	4ª série	Comerciante	Convite
18	5-out-09	Inauguração	Jonas Soares da Silva	1943	Centro	4ª série		Convite
19	5-out-09	Inauguração	Jonas Soares da Silva Júnior	1970	Núcleo Pró-Vida, Cidadania	Superior	Professor	Convite
20	5-out-09	Inauguração	José Adelson Soares da Silva	1971	Minist. Publico e Cordeiro	Superior	Historiador	Convite
21	5-out-09	Inauguração	José Antonio V. Filho	1970	Fazenda Pedra D'Anta	4ª série	Assistente de cam	Convite
22	5-out-09	Inauguração	José Eliedson	1992	Tomé B.	2º EM	Estudante	Monitores
24	5-out-09	Inauguração	José Luiz da Silva (Lulinho)	1968	Assentamento Igreja	1ª série	Agricultor	Convite
25	5-out-09	Inauguração	José Vieira dos Santos	1948	Consertos em geral	Não alfabetizac	Comerciante	Convite
26	5-out-09	Inauguração	José Walderyson Soares Silva	1994	R. da Peteca	2º EM	Estudante	Cartaz (academia)
27	5-out-09	Inauguração	Josefa Adriana da Silva	1989	Repr. Sec. Meio Ambiente	Técnico	Téc. Agropec.	Convite
28	5-out-09	Inauguração	Kelsia Maria dos S. C.	1995	Compesa	8ª série	Estudante (monitor)	Coordenadoras
29	5-out-09	Inauguração	Layne Caroline de Paula	2000	Compesa	5ª série	Estudante	Monitores
30	5-out-09	Inauguração	Luciane Maria de Lira	6/3/95	compesa	1º EM	estudante (monitor)	Coordenadoras
31	5-out-09	Inauguração	Marcos Antônio Assunção Freitas	4/3/96	centro	1º EM	estudante (monitor)	Coordenadoras
32	5-out-09	Inauguração	Maria das Graças de Aquino Pereira	1952	Acompanhante Heleno	4ª série		Convite

Planilha Geral / Atividade / Frequência de visitantes / Média - Atividades / Faixa etária /

Pronto

Appendix 3 – Internal evaluation forms

Activity I

Data: 04 de agosto de 2010

Público: Comunidade

Nº de Participantes: 55

Coordenação: Cíntia Santos

Atividade: Sessão cinema – Bee Movie, a história de uma abelha

Objetivos: despertar nas pessoas o interesse pela variedade de vida que temos no planeta Terra, variedade essa que nem percebemos, porém se ela n existisse teríamos uma quebra no incrível equilíbrio da natureza.

Impressões e sugestões: após a divulgação pelas escolas tivemos uma surpresa na quantidade de pessoas que compareceu a atividade, porém a grande quantidade de pessoas para o pequeno espaço que dispomos dificulta um pouco o trabalho a ser realizado e o objetivo a ser alcançado.

Activity II

Data: 11de agosto de 2010

Público: comunidade

Nº de Participantes: 19

Coordenação: Cíntia Santos

Atividade: Palestra: Biodiversidade! O que é isso?

Objetivos: relatar com precisão o que é biodiversidade, qual a sua importância para a humanidade e qual o prejuízo que temos quando destruimos com atitudes egoístas a biodiversidade.

Impressões e sugestões: A palestra foi bem proveitosa, pois os participantes entenderam o conceito de biodiversidade e participaram ativamente durante toda a palestra. O número de participantes foi excelente.

4.2 Bibliography*

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* In bold, the most important references.

4.3 Address list and web links

www.savebrasil.org.br

www.birdlife.org

www.amane.org.br

www.audubon.org

www.trinityriveraudubon.org

4.4 Distribution list

Associação para a Proteção da Mata Atlântica do Nordeste (AMANE – Maria das Dores Melo

Práxis Consultoria Ambiental – Maria Tavares

Sociedade de Pesquisa em Vida Selvagem e Educação Ambiental (SPVS) – Elenise Sipinski

Parque Vila Guilherme – Trote – Marília Fanucchi

Grupo EQM - Sônia Roda

Organizations that composes the Murici Pact – AMANE, Centro de Estudos e Pesquisas Ambientais do Nordeste, Conservação Internacional, Fundação SOS Mata Atlântica, Instituto Amigos da Reserva da Biosfera da Mata Atlântica, The Nature Conservancy and WWF-Brasil