

FINAL TECHNICAL REPORT

RESEARCH AND FOCUSED EDUCATION FOR RESIDENT DOLPHIN CONSERVATION OF PISCO, PERU. 2016

Produced for:

Gesellschaft zur Rettung der Delphine (GRD)



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1. INTRODUCTION

Nothing supports species conservation efforts better than public opinion. Once the people learn or become aware of conservation issues occurring in their locality, there are more “back up forces” to initiatives directed to improve the status of threatened species and their marine environment. Understanding the value that some of these species may represent to the community is also a key point on which conservation can have a sounder effect.

Resident groups of common bottlenose dolphins in the Pisco province are being incorporated in the life of people, a process that as many of their kind takes time. However, some evidences exist of the important achievements reached in the last years. In a country where dolphin captures have been documented along the coast, no captures of bottlenose dolphins are reported in the Pisco area; fishermen encountered during dolphin surveys make signs and point where they saw the animals; local guides report sightings of dolphins and other cetaceans they have the chance to observe during tours and include information about the resident dolphin individuals and groups for the tourists. The resident dolphins are now recognized as part of the coastal marine community in the Pisco area.

The work of ACOREMA in the last years has been pivotal in the achievements described above. Different sectors of the public have been addressed and included in the initiatives regarding the resident dolphin groups. One of them is the educational system; for this, some workshops were organized for teachers, while for students a lecture program is the chosen strategy. In this opportunity, given the short period of execution of this initiative and the limited funding, it was considered, besides the monitoring of the dolphin groups, to continue reinforcing the educational and sensitizing process, focusing on key actors that in turn could contribute to keep resident dolphin issues in the local agenda.

2. OBJECTIVES

2.1. General objective.

Strengthening dolphin conservation in Peru, through direct collecting of information in the field to be translated and provided to key actors from the community

2.2. Specific objectives

- 2.2.1. Following of the resident dolphin groups of the Pisco area in order to review and update the information on individuals, range and current status.
- 2.2.2. Strengthening educational activities about the resident dolphin groups of the Pisco province at two local schools with special potential for multiplying effects

3. ACTIVITIES DEVELOPED

Following of the resident dolphin groups of the Pisco area. Previous to any of the field activities, a research permit was requested from the Head office of the Paracas National Reserve, whose territory embraces the range of the two resident dolphin groups under study. Once this permit was issued, fieldwork was organized following the scheme of previous studies. Boat surveys were implemented in the Paracas Bay (figure 1) to approach dolphin groups to document re-sightings and identification of new individuals. Pictures of dorsal fins of suspected new individuals were contrasted with the current catalogue and verified with the DARWIN program. Each new dolphin identified was assigned a correlative number and incorporated to the catalogue. Basic information collected included group size, behaviour, presence of calves, and interactions with human activities occurring in the area.

Observations were also carried out south of the Paracas peninsula, already known as the range of the Supay Dolphins, the second resident group in the Reserve. In this case, data was collected from the cliffs, along a stretch of coast covering Supay beach, Yumaque beach, Lagunilla and north to Punta Prieta (figure 1), using binoculars and a telescope. The basic information collected was the same as indicated above for the Paracas Bay Dolphins.

Strengthening educational activities about the resident dolphin groups of the Pisco province. Contacts were made with principals of two local schools of the Pisco province, including one from the San Andrés district and the other from the Pisco district. Activities were planned at each school, considering its level and potential. The first, an Early Childhood Education (for 3, 4 and 5 years old) from San Andrés. The second a Primary school (for 6 to 12 years old) from Pisco. The budget and time limitations for the project execution were determining factors in the planning. The main ideas of the activities were discussed with the principals and key teachers of each selected school.

Educational materials on resident dolphins groups of Pisco were either reviewed or produced according to the needs of each participant school and the available resources. These materials included the ACOREMA and GRD logos.

Visits were organised at the participant schools to inform and to distribute educational materials about the resident dolphins as a way to motivate and aid in the development of activities by the schools. In both institutions, the fact that each school named a resident dolphin was highlighted.

During all the time, the principals, teachers and students of the selected schools were oriented and encouraged to organise the activities they proposed.

The most representative work produced by the teachers and students from both participant schools were selected. With this input a PDF book was produced to continue promoting participation of the local public in the conservation of the resident dolphin groups of Pisco.

4. RESULTS

4.1. Following of the resident dolphin groups of the Pisco area

After completing the requirements and observations to the dossier submitted, authorization was approved by the Head Office of the Paracas National Reserve through resolution RJ N°14-2016-SERNANP-RNP/J (Annex 1) to develop fieldwork on resident dolphin groups within the territory of the Reserve.

4.1.1. *The Paracas Bay Dolphins*

Four boat surveys were organized at the Paracas Bay to observe the Paracas Bay Dolphins. Positive sightings were registered in two of these surveys (50%), and on the base of these the results are summarized here.

Group size ranged from 3 to 26; in the latter case, the number observed was comprised by small subgroups of 2 to 5 individuals, spread over a large extension of the Bay. Common behaviours observed included mild swimming, feeding, and resting. During the observations made in June 2016, sexual behaviour was also recorded (figure 2)

The dolphins identified during the study period are shown in table 1. Four new dolphins were incorporated to the identification catalogue, namely PBD124, PBD125, PBD126 and PBD127 (figure 3). Other three dolphins could not be recognized, as natural marks were lacking or the pictures were of poor resolution. From the dolphins already included in the catalogue, PBD020 (Longscar) was observed with a new calf; although it was not small enough to be considered a newborn, it was estimated that the calf was born about 2 months ago. Another calf was observed with PBD094 (Andrea) (figure 4)

One of the observed dolphins (PBD080) carried two stalked barnacles (*Xenobalanus globicipitis*) on the tip of the dorsal fin (figure 5); the presence of this barnacle is associated to warm waters events, a condition occurring during the first semester of 2016 as a consequence of El Niño influencing the oceanographic conditions in the marine ecosystem of Peru.

4.1.2. *The Supay Dolphins*

Land surveys in the range of the Supay Dolphins screened the range of this group (Supay beach to Punta Prieta) during the study period, the dolphins were sighted only in one opportunity at Supay beach (figure 6). Group size was estimated in 20

individuals, although the observations made from the cliffs did not allow individual recognition. The animals were dispersed in small groups of 2-3 individuals; follow up of their behaviour (milling swimming in different direction, with no jumps) suggested the dolphins were in search of food. No interactions were observed with fishing boats operating in the area at the time of the sighting.

While in the field it was possible to interview some local guides taking tourists to The Cathedral rocky formation; they referred that they did not observe the Supay Dolphins in the previous weeks, despite they visit the area every day.

4.2. Strengthening educational activities about the resident dolphin groups of the Pisco province

4.2.1. Two public schools representative of the Pisco province participated developing activities about the resident dolphin groups of the Pisco province. These were:

a) The School 185 Teresa Gonzáles de Real de Fanning. This is the main school of Early Childhood Education (for children 3, 4 and 5 years old) located at the San Andrés district. Here the children are relatives or have parents linked directly or indirectly to the fishing activity. The results reached at this school include:

- Publication of the (updated) second edition of the document: *The Dolphins in the Early Childhood Education: Supporting Material for Children of 3, 4 and 5 Years Old*. This publication can be downloaded free from the ACOREMA website at: www.acorema.org.pe/documentos/Los_Delfines_en_la_Educacion_Inicial-2da_edicion-ACOREMA_2016.pdf. Copies of this document (15) were distributed to the principal, teachers and assistants of the school, so they will have a tool to develop the resident dolphin issue through the school year. The design of this document, with sections with activities about dolphins according to several areas of the school curriculum, allows the teachers to distribute copies of the working sheets to the students and work with them according to the theme to be cover at class.
- The educational sheet *"Tear paper and glued on the dolphin. Tell your friends what do you like about the dolphin"* (Annex 2) was produced and 250 copies printed. This material was handed to the principal, teachers and assistants, as well as each of the students, in order to motivate them to carry out activities on the resident dolphins (figure 7)
- Thanks to the effort of the teachers, the children learned that in 2015 their school named one of the resident dolphins of Pisco as "Mariajose". In this context, during the present project a large print (0.60 x 0.80m) named: *"Our Bufoeos...Mariajose"* was produced and handed to the school. This material has information about the dolphin that children (figure 8a, b) can share with their parents, as is placed in the principal office.
- Large prints (0.73 x 0.58m) entitled: *"I am a Friend of Dolphins. I Love them, I Care about Them"* were produced and distributed for each classroom at the school. This material helps teachers and students to remember the resident dolphin groups of Pisco at each available opportunity. The print shows a friendly

message, short and simple, and drawings with colours according to the children to be reached (figure 9a, b)

- The principal, teachers and assistants of this school assumed the compromise, making the effort to teach to the around 200 children about the dolphins of their locality, starting for establishing a “child-dolphin” affective link, and how the children and all people should care about dolphins. At the same time they expand the message to the parents. For example, as part of the celebration of the Environmental Day (June 5, 2016) the school organized one activity where the focus was dolphins, with “Mariajose” as the symbol (figure 10). The conservation messages more representative from this activity were included in the PDF book “A Wish for the Resident Bufeos of Pisco, Peru”, described further in this report.

b) The School 22455 José de la Torre Ugarte. This is one of the most important Primary school of the Pisco province, and stands over all for its efforts to educate about marine biodiversity. The students are relatives or their parents represent a wide array of local actors. The results obtained in this school are:

- More than 420 children of 4th, 5th and 6th grades of Primary school, between 9 and 12 years old, were informed and sensitized about the resident dolphin groups of Pisco, and in turn share what they learned (figure 11)
- As a result of an activity organized on 9 June 2016, the dolphin PBD109 was named “Azul” by the students. This was accomplished through an election with the aid of a sheet designed and distributed by ACOREMA (Annex 3) to the nearly 420 students of 4th, 5th and 6th grades. The names proposed and voted were “Azul” and “Ola” (figure 12 a, b). In the same voting sheet, the students wrote a wish for the resident dolphins (figure 13a, b). The most representative wishes were selected and included in the PDF book “A Wish for the Resident Bufeos of Pisco, Peru”, described further in this report.
- A large print (0.60 x 0.80m) named: “Our Bufeos...Azul” was produced and handed to the school. This material has information about the dolphin whose name was elected by the students. (figure 14a, b)
- The Science teacher assumed the compromise to inform about the resident dolphin groups to students of 1st, 2nd and 3th grades (6, 7 and 8 years old). ACOREMA could not take the message directly as a multimedia presentation or appropriate printing materials are lacking for students of the ages indicated.
- As a result of the motivation reached by the project activities, year 2016 was the first time than a science project about the resident dolphin groups was included in the Annual Science Fair, an event that take place every year at this and other local schools. Students of the 6th grade visited ACOREMA in search of information on dolphin individual identification, and the life history of the resident dolphins in Pisco. They join ACOREMA researchers in the field work visiting the Paracas Bay area to learn about the habitat and threats faced by dolphins, among other. With the information collected, the students elaborate a dolphin identification panel, using the dorsal fin pictures of some of the resident dolphins. Copies of these pictures were arranged as cards, so the people attending the Science Fair could use the cards and match them with the corresponding pictures in the

panel, experiencing the way how dolphins are recognized as individuals (figure 15)

4.2.2. The PDF book “*A Wish for the Resident Bufeos of Pisco, Peru*” was produced and published (Figure 16). This publication includes 12 wishes for the resident dolphins of Pisco, expressed by the students of the participant schools (Annex 4). The book comprise the following sections: a) *Presentation*: a brief description highlighting the value of the wishes expressed in relationship to the conservation problems that day to day face the resident dolphins in Pisco; b) *Our Wishes*: here, the wishes expressed by the students are shown with pictures of the resident dolphins in different activities of their life and their interactions with humans; c) *They Did it*: it shows the two local schools developing the activities in which the wishes were formulated; d) *Acknowledgements and Recognition*: in this section the support of GRD and the participants of the Adopt a Dolphin Program are acknowledged, together with the efforts of the principals, teachers and assistants of each participant school. The book is available at: www.acorema.org.pe/documentos/Un_Deseo_para_los_Bufeos_Residentes_de_Pisco,_Peru.pdf

5. CONCLUSIONS

- Four new individual dolphins were added to the catalogue of individual recognition of the Paracas Bay Dolphins. This raises to 127 the number of identifiable dolphins of this resident group in the Pisco area.
- Dolphin group size observed in the Paracas Bay during the study period ranged from 3 to 26. Females PBD094 and PBD020 were observed with calves recently born.
- The barnacle *Xenobalanus globicipitis*, associated to warm water events during El Niño, was recorded on the dorsal fin of one of the Paracas Bay Dolphins (PBD080)
- Supay dolphins were observed only once during the study period. Group size was estimated in 20 animals; observations from cliffs did not allow recognition of individuals. These dolphins were reportedly being absent in the weeks before fieldwork was organized.
- All of the materials produced and delivered in the School 185 Teresa González de Real de Fanning were considered as suitable by the teachers, and fulfil the goal for which were produced. This is an essential step, as the teachers have the tools to ease the treatment of resident dolphin issues with children at early ages (3, 4 and 5 years old). This is particularly important, as involves children that in most cases have relatives or parents engaged in fishing and other related activities.
- The School 22455 José de la Torre Ugarte has, by its own initiative, developed resident dolphin issues with students of 1st, 2nd and 3th grades (ages 6, 7 and 8 years old) of Primary school. Besides, it promoted the inclusion of the current research about resident dolphins as part of the projects presented in the Annual Science Fair, an event supported by the Education Ministry.
- The strategy to allow schools to give name to a particular resident dolphin resulted very motivational; learning about the resident dolphins and their

problems helped to raise concern about dolphin conservation in Pisco. It is contributing to generate a sense of belonging and responsibility to care about their resident dolphins. On the other side, the prints with information of the named dolphin helps to reach the parents and others visiting the school.

- Both the School 185 Teresa Gonzáles de Real de Fanning (San Andrés) and the School 22455 José de la Torre Ugarte (Pisco) became involved in education and sensitizing actions for conservation of the resident dolphins of the Pisco province that extend further the project period.
- The production of the PDF book *“A Wish for the Resident Dolphins of Pisco, Peru”*, meet the efforts of research (monitoring) on resident dolphins with efforts in education and raising of awareness, with a major component of contents taken from the participation of teachers and students. The book also represents an increasing proactive involvement of the Education sector about resident dolphins. Moreover, it confirms its potential to take the conservation message to a wider array of sectors among the population in a sustainable way. With no doubt, this process needs to be fine-tuned, extended and monitored, as a way to ensure that in the future, the community receive at school quality information about the resident dolphins of the Pisco province.

6. RECOMMENDATIONS

- As the scheme of the research on these dolphins is of low impact, the observations should be extended over longer periods, to have the chance to increase the sightings and to observe the dolphins response to the variability of their environment. Thus, monitoring and surveys of the resident dolphin groups should continue in order to keep track of the fate of these dolphins in the Paracas National Reserve and its buffer zone.
- ACOREMA has worked on the design and production of educational materials to support the inclusion of the resident dolphins issue at the local schools. Currently there are materials for Early Childhood Education (3, 4 and 5 years old) and for students of Primary school starting 4th grade (9 years old). However, there is a void regarding educational materials suitable for children of 6, 7 and 8 years of age; this requires to be worked along with teachers and produced, so teachers can develop for each grade the issue of resident dolphins as important members of the local marine biodiversity, according to the school curriculum. For example, for children of the aforementioned range of ages, games and activities booklets, tales, multimedia presentations, among other would be needed. To fulfil this void is of special interest when the receptors have parents or relatives working on fishing and linked activities; in this way the students can take the messages to their parents and relatives during their time out of the school.
- For local teachers of Primary and Secondary education, it will be helpful to produce and distribute a printed guide to allow them to work at class information about the resident dolphins. This would expand the coverage, and would help to maintain the effort in the middle and long term. In the case of Early Childhood Education (3, 4, and 5 years old), although there is already a guide, this need to be delivered to the teachers of this level.

7. TABLES

Table 1. Individual dolphins (number and name when available) of the resident dolphin group of the Paracas Bay observed during the period May-July 2016

Number	Name
PBD008	Old hat
PBD014	Trinity
PBD020	Longscar
PBD024	Breeze
PBD036	Bay
PBD042	Smooth
PBD047	Nixo
PBD074	
PBD080	
PBD093	
PBD094	Andrea
PBD098	
PBD102	Chuspi
PBD112	
PBD114	
PBD115	Jo
PBD118	Argentine
PBD119	
PBD120	Bandera
PBD124	
PBD125	
PBD126	
PBD127	

8. FIGURES



Figure 1. Map of the study area of resident dolphin groups , with the main localities mentioned in the text. Period : May-July 2016



Figure 2. Behaviours observed during sightings of resident dolphins in the Paracas Bay. A: circle feeding, B: spyhopping ; c: bottom feeding; and D: sexual behavior . Period : May-July 2016



Figure 3. New individuals added to the catalogue of the resident dolphins of the Paracas Bay area , Pisco. Period : May-July 2016



Figure 4. Mother-calf pairs observed during surveys of the resident dolphins in the Paracas Bay, Pisco. Top: PBD094 (Andrea) ; bottom: PBD020 (Longscar) . Period : May-July 2016



Figure 5. The stalked barnacle, *Xenobalanus globicipitis*, on the dorsal fin tip of PBD080 observed in the Paracas Bay, Pisco. Period : May-July 2016



Figure 6. Views of the Supay Dolphins during survey of this resident dolphin group at Supay beach, Paracas National Reserve. Period : May-July 2016



Figure 7. Artwork done by 5 year old children of the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) using the working sheet *Tear paper and glued on the dolphin. Tell your friends what do you like of the dolphin.* Period : May-July 2016



Figure 8a. Large print *Our Bufeos...Mariajose* delivered to the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) after the students choose a name for this resident dolphin PBD107.



Figure 8b. Children of the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) using the large print *Our Bufeos...Mariajose* (on the left), during activities about resident dolphin at the school. Period: May-July 2016



Figure 9a. Large print: *I am a Friend of Dolphins. I love them, I Care About Them* delivered to the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco). Period : May-July 2016



Figure 9b. Children, the principal and teachers of Early Childhood Education of the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) with the large print *I am a Friend of Dolphins. I love them, I Care About Them*. May-July 2016



Figure 10. Children (4 years old), the principal and teacher of Early Childhood Education of the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) during activity about resident dolphins, during World Environmental Day (5 June) 2016.



Figure 11. Group of students from the School 22455 José de la Torre Ugarte (Pisco) were informed about the resident dolphins of the Pisco province. May – July 2016.



Figure 12a. Students from the School 22455 José de la Torre Ugarte (Pisco) show their vote to choose the name of the dolphin PBD109. May – July 2016.



Figure 12b. Student from the School 22455 José de la Torre Ugarte (Pisco) delivered his vote to choose the name of the dolphin PBD109. More tha 420 students participate in this election. May – July 2016.



Figure 13a. Student from the School 22455 José de la Torre Ugarte (Pisco) writing a wish for the resident dolphins of the Pisco province. May – July 2016.



Figure 13b. Group of students from the School 22455 José de la Torre Ugarte (Pisco) show the election sheet where they wrote a wish for the resident dolphins of the Pisco province. May – July 2016.



Figure 14a. Large print *Our Bufeos...Azul* delivered to the School 22455 José de la Torre Ugarte (Pisco , Pisco) after the students choose a name for this resident dolphin PBD109.



Figure 14b. Teacher and students of the School 22455 José de la Torre Ugarte (Pisco , Pisco) with the large print *Our Dolphins...Azul* after the students choose a name for the resident dolphin PBD109 through a election. More than 420 students of 4th, 5th and 6th grades participated in the election process.



Figure 15. Students of the School 22455 José de la Torre Ugarte (Pisco , Pisco) researching (top) and elaborating an identification panel on resident dolphins of the Pisco province (bottom) as part of their participation in the Annual Science Fair. May – July 2016.



Figure 16. Cover of the PDF book *A Wish for the Resident Bufeos of the Pisco Province* published at the ACOREMA web site.

9. ANNEXES

Annex 1: Research permit issued by the Head office of the Paracas National Reserve to carry out the studies on resident dolphins in the study area



RESOLUCION JEFATURAL N° 14-2016-SERNANP-RNP/J

Paracas, 01 de Junio del 2016

VISTO:

El escrito con Registro RNP 323-2016, presentado por el Blgo. Julio C. Reyes Robles, identificado con DNI N° 08352778 y el Informe N° 74-2016-SERNANP-RNP/PMSG, de fecha 01 de junio del 2016.

CONSIDERANDO:

Que, de conformidad con el artículo 29° de la Ley N°26834, Ley de Áreas Naturales Protegidas, el Estado reconoce la importancia de las Áreas Naturales Protegidas para el desarrollo de la investigación científica básica y aplicada, la misma que solo será autorizada si su desarrollo no afecta los objetivos primarios de conservación del Área Natural Protegida en la cual esta se lleve a cabo, y se respete la zonificación y condiciones establecidas en el Plan Maestro;

Que, el numeral 163.1 del artículo 163° del Reglamento de la Ley de Áreas Naturales Protegidas, aprobado por Decreto Supremo N° 038-2001-AG, dispone que se requerirá de la autorización del Servicio Nacional de Áreas Protegidas por el Estado – SERNANP para el desarrollo de investigaciones básicas y aplicadas al interior de un área natural protegida, requieran o no de caza, captura, marcado y recaptura de animales silvestres, recolección de especímenes de flora silvestre, y otros;

Que, el numeral 2 de la Segunda Disposición Complementaria Final del Decreto Legislativo N°1013, aprobó la creación del SERNANP como organismo público, técnico y especializado, adscrito al Ministerio del Ambiente, el mismo que se constituye en el ente rector del Sistema Nacional de Áreas Naturales Protegidas por el Estado – SINANPE, y en su autoridad técnico – normativa;



Que, en este marco el literal h) del artículo 27° del Decreto Supremo N° 006-2008-MINAM, que aprueba el Reglamento de Organización y Funciones del SERNANP, establece como funciones de las Jefatura de las Áreas Naturales Protegidas, autorizar el ingreso para realizar investigación científica y antropológica en el área natural protegida a su cargo;

Que, mediante el escrito del visto, El Biólogo Julio Cesar Reyes Robles, identificada o con DNI N°08352778, solicita autorización para realizar investigación en áreas naturales protegidas del SINANPE, por el periodo de siete meses.

Que, de la evaluación efectuada a los documentos que obran en el expediente, el solicitante cumple con los requisitos exigidos en el artículo 163° del Reglamento de la Ley de Áreas Naturales Protegidas. Así mismo la investigación se encuentra dentro de los supuestos contemplados en el numeral 15.1 del Artículo 15 de la Resolución Presidencial N°287-2015-SERNANP y la documentación presentada cumple con todos los requisitos previstos en los artículos 20 y 21 de la mencionada Resolución Presidencial y el Decreto Supremo N°010-2015-MINAM.

En uso de las atribuciones conferidas en el literal h) del artículo 27° del Decreto Supremo N°006-2008-MINAM, que aprueba el Reglamento de Organización y Funciones del SERNANP;

SE RESUELVE:

Artículo 1°.- Otorgar la autorización de ingreso para efectuar investigación en la Reserva Nacional de Paracas al Biólogo Julio Cesar Reyes Robles, a fin de llevar a cabo la investigación denominado "Estudios sobre Cetáceos en la Reserva Nacional de Paracas y su área de influencia. 2016", en las zonas denominadas Bahía de Paracas, Punta Prieta – Supay y Bahía Independencia, por el periodo comprendido entre el 01 de junio hasta el 31 de diciembre del 2016, el mismo que se enmarcara en el Procedimiento N°04 del Texto Único de Procedimientos Administrativos del SERNANP.

Artículo 2° Autorizar el ingreso al Área Natural Protegida, de las siguientes personas, integrantes del equipo de investigación:

NOMBRES	APELLIDOS	DNI/PASAPORTE/CE	CARGO
Julio Cesar	Reyes Robles	DNI/08352778	Responsable
Alf Jefferson	Altamirano Sierra	DNI/43088790	Colaborador

De requerirse el reemplazo de las personas antes referidas, o la inclusión de nuevas personas al equipo de investigación, el titular de la presente Autorización, deberá realizar la solicitud correspondiente ante la Jefatura del Área Natural Protegida, conforme a lo establecido en el numeral 7.9 de la Directiva que regula las investigaciones al interior de las



Áreas Naturales Protegidas, aprobada mediante Resolución Presidencial N°025-2010-SERNANP.

Artículo 3°.- Los integrantes del equipo de investigación son responsables de conocer y cumplir las disposiciones de la Directiva que regula las investigaciones al interior de las Áreas Naturales Protegidas, aprobada con Resolución Presidencial N°025-2010-SERNANP y la Normatividad de la materia, específicamente la Ley N°26834, Ley de Áreas Naturales Protegidas, y su Reglamento, aprobado mediante Decreto Supremo N°038-2001-AG.

Artículo 4°.- El Servicio Nacional de Áreas Naturales Protegidas por el Estado – SERNANP se abstiene de toda responsabilidad por los accidentes o daños que puedan sufrir los integrantes del equipo de investigación durante el desarrollo del proyecto de investigación científica.

Artículo 5°.- En caso fortuito o de fuerza mayor, la Jefatura del Área Natural Protegida se encontrara facultada para adoptar las medidas que resulten pertinentes para hacer frente a la situación generada, las mismas que podrán implicar una modificación de los alcances de la autorización de ingreso para investigación científica otorgada a través de la presente Resolución.

Artículo 6°.- Presentar copia de la autorización al personal de la Reserva Nacional de Paracas al momento ingresar.

Artículo 7°.- Cabe precisar que el investigador responsable, en este caso Blgo. Julio César Reyes Robles, queda obligado a entregar a la Jefatura de la Reserva nacional de Paracas del SERNANP, en un periodo que no exceda los seis (06) meses al término de la investigación, lo siguiente:

- Tres (03) copias del Informe Final de la investigación (una impresa y dos en versión digital).
- Una copia del material fotográfico, filmico y/o diapositivas referidos a la investigación realizada.
- Tres (03) copias de las publicaciones que resultasen de la investigación



Artículo 8°.- La Autorización de ingreso para investigación científica otorgada a través de la presente Resolución, caducara automáticamente a su vencimiento, así como por el incumplimiento de las obligaciones que se deriven de su otorgamiento y/o por cualquier daño generado al patrimonio del Área Natural Protegida, sin perjuicio de las responsabilidades administrativas, civiles o penales que pudieran originarse de acuerdo a la normativa.

Artículo 9°.- Notificar la presente Resolución al Señor Julio Cesar Reyes Robles, para su conocimiento y fines pertinentes.

Artículo 10°.- Regístrese la presente Resolución en el archivo de autorizaciones de la Reserva Nacional de Paracas y publíquese en la página web del SERNANP (www.sernanp.gob.pe).

Regístrese y comuníquese,



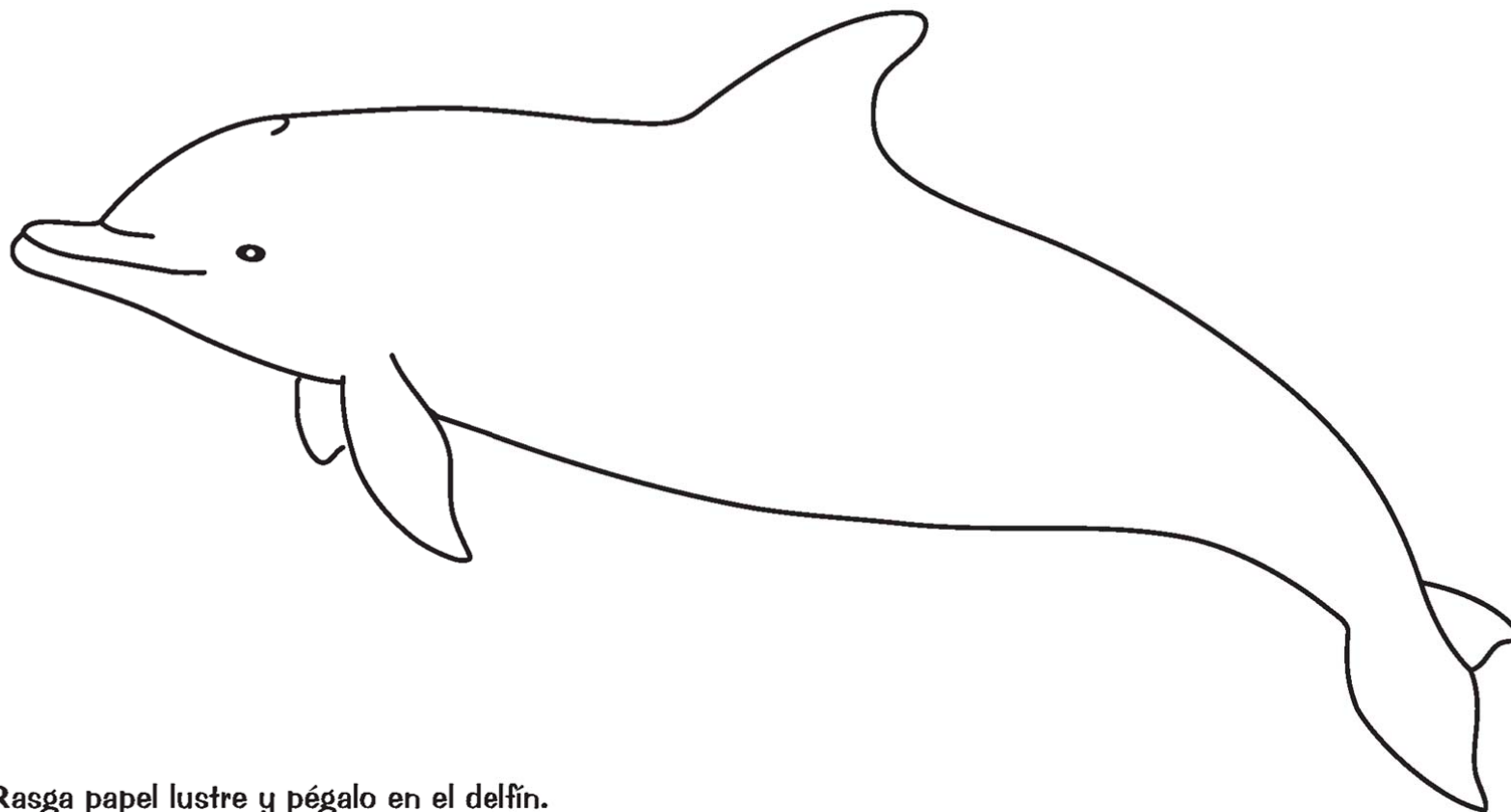
Dgo. **JUAN CARLOS HEATON ALFARO**

Jefe

Reserva Nacional de Paracas
SERNANP

Annex 2. Working sheet *Tear paper, glued on the Dolphin. Tell your friends what do you like about the Dolphin* used at the School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Pisco) for activities on resident dolphins of the Pisco province.

Nombre: _____



- Rasga papel lustre y pégalo en el delfín.
- Cuéntale a tus amigos qué te gusta del delfín.

Para aprender más de los delfines visita la página web de ACOREMA en: www.acorema.org.pe



Annex 3: Working sheet used during election of the name for dolphin PBD109 and to write a wish for the resident dolphins at the School 22455 José de la Torre Ugarte (Pisco)

I.E. 22455 José de la Torre Ugarte (Pisco)

Nombre y apellidos _____

Grado y sección _____ Edad _____



1.- Ayuda elegir el nombre para el delfín PBD109. Marca con una “X” la opción que más te guste.

a) Azul ()

b) Ola ()

2.- Escribe un deseo para los delfines residentes de Pisco. Hazlo aquí:

Yo les deseo _____

Annex 4: List of selected wishes expressed by students and teachers from participant schools and included in the PDF book *“A Wish for the Resident Dolphins of Pisco, Peru”*.

Wish	Author (s)
<i>“...That fishermen don hunt them, let them live in peace, calm and happy”</i>	Valerie Felipa Ovalle. Age: 11. Grade: 6 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That they take care of those who want to kill them, feeding of their meat and sell them”</i>	Victor Peña Cardenas. Age: 11. Grade: 6 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That they are happy in the Pisco sea”</i>	Mauricio Lurita Lurita. Age: 10. Grade: 5 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That we care and respect our bufeos”</i>	Teacher and children 4 years old. School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Peru)
<i>“...That they live in calm and that no one eat them or disturb them”</i>	Luis Rangel Garcia. Age: 10. Grade: 5 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...A happy life, that they always have food and care of their calves”</i>	Dayron Salguero Siguas. Age: 10. Grade: 5 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...Good luck, and I promise not litter in the sea and to care much about them”</i>	Olenka Navarro Prieto. Age: 9. Grade: 4 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That we care about dolphins”</i>	Teacher and children 5 year old. Grade: Early Childhood Education School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Peru)
<i>“...That they will be not short of food, that don't get kill with dynamite, etc.”</i>	Maryoli Paredes Reyes. Age: 11. Grade: 6 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That the bufeos keep increasing in number, that they don't disappear and it will be more of them”</i>	Ruth Huamaní Huaman. Age: 11. Grade: 6 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...That they never get sick and that their home will be clean”</i>	Josephi Ortiz Flores. Age: 10. Grade: 6 th grade Primary School School 22455 José de la Torre Ugarte (Pisco - Peru)
<i>“...We give you our hearts and will care about you so you will live better”</i>	Teacher and children 4 year old Grade: Early Childhood Education School 185 Teresa Gonzáles de Real de Fanning (San Andrés, Peru)