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FROM THE AMERICAN PEOPLE

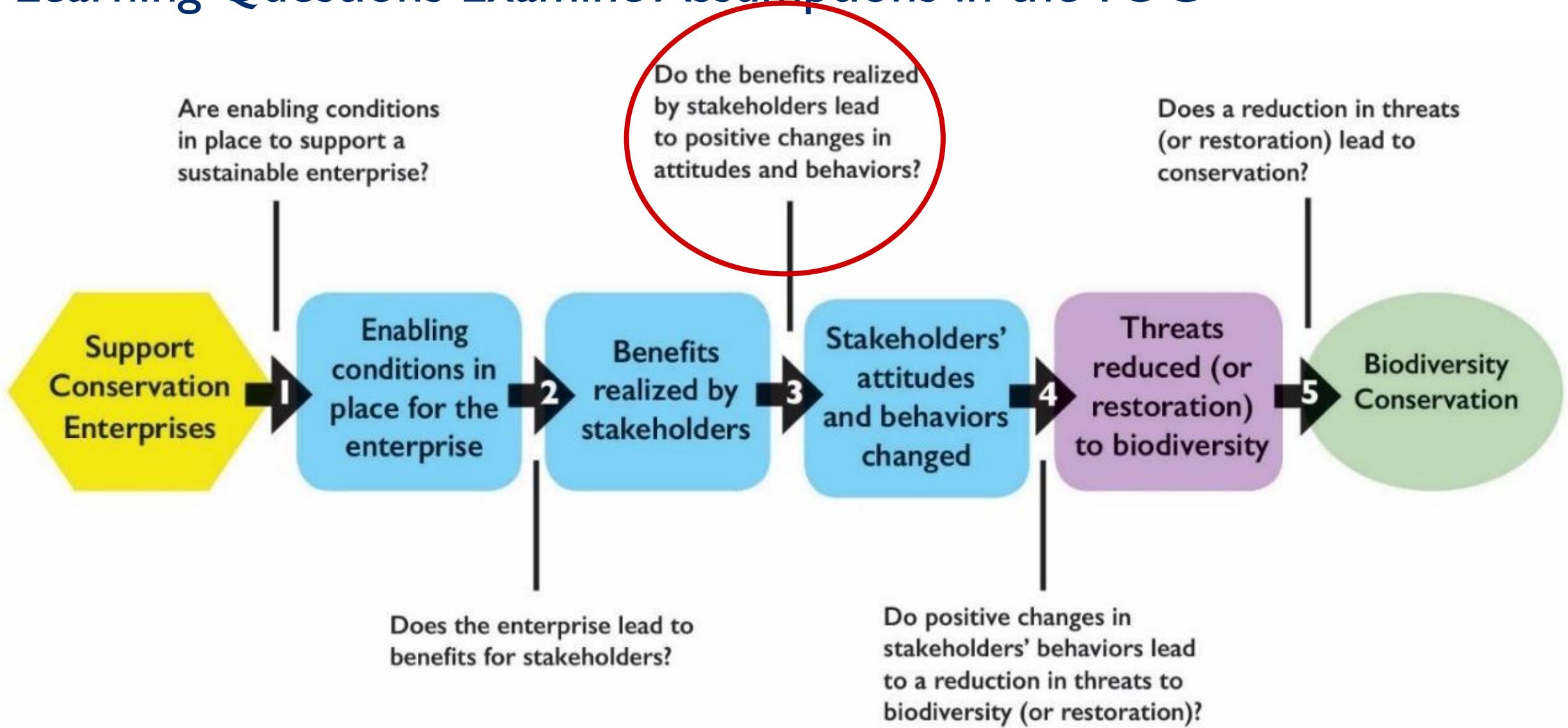
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CAN COMMUNITY ENTERPRISES CONSERVE THE COTTON TOP TAMARIN AND IMPROVE HUMAN DEVELOPMENT IN COLOMBIA?

March 3, 2022

*This presentation was produced for review by the United States Agency for International Development.
It was prepared by Environmental Incentives, Foundations of Success and ICF for the Measuring Impact II (MI2) Contract.*

USAID'S CONSERVATION ENTERPRISES THEORY OF CHANGE: Learning Questions Examine Assumptions in the TOC



TODAY'S SPEAKERS



Rosamira Guillen
Executive Director of Fundación
Proyecto Tití



Dr. Amielle DeWan
Founding Partner, Head of
Consulting at Impact by Design

Can Creating Sustainable Livelihoods with Communities Impact Cotton-top Tamarin (*Saguinus oedipus*) Conservation in Colombia?



@Suzi Eszterhas

**A presentation for USAID'S
Conservation
Enterprises and Combating Wildlife
Trafficking Learning Groups**

*Rosamira Guillen
Fundación Proyecto Tití*

*Amielle DeWan Ph.D.,
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Cincinnati Zoo &
Botanical Garden*

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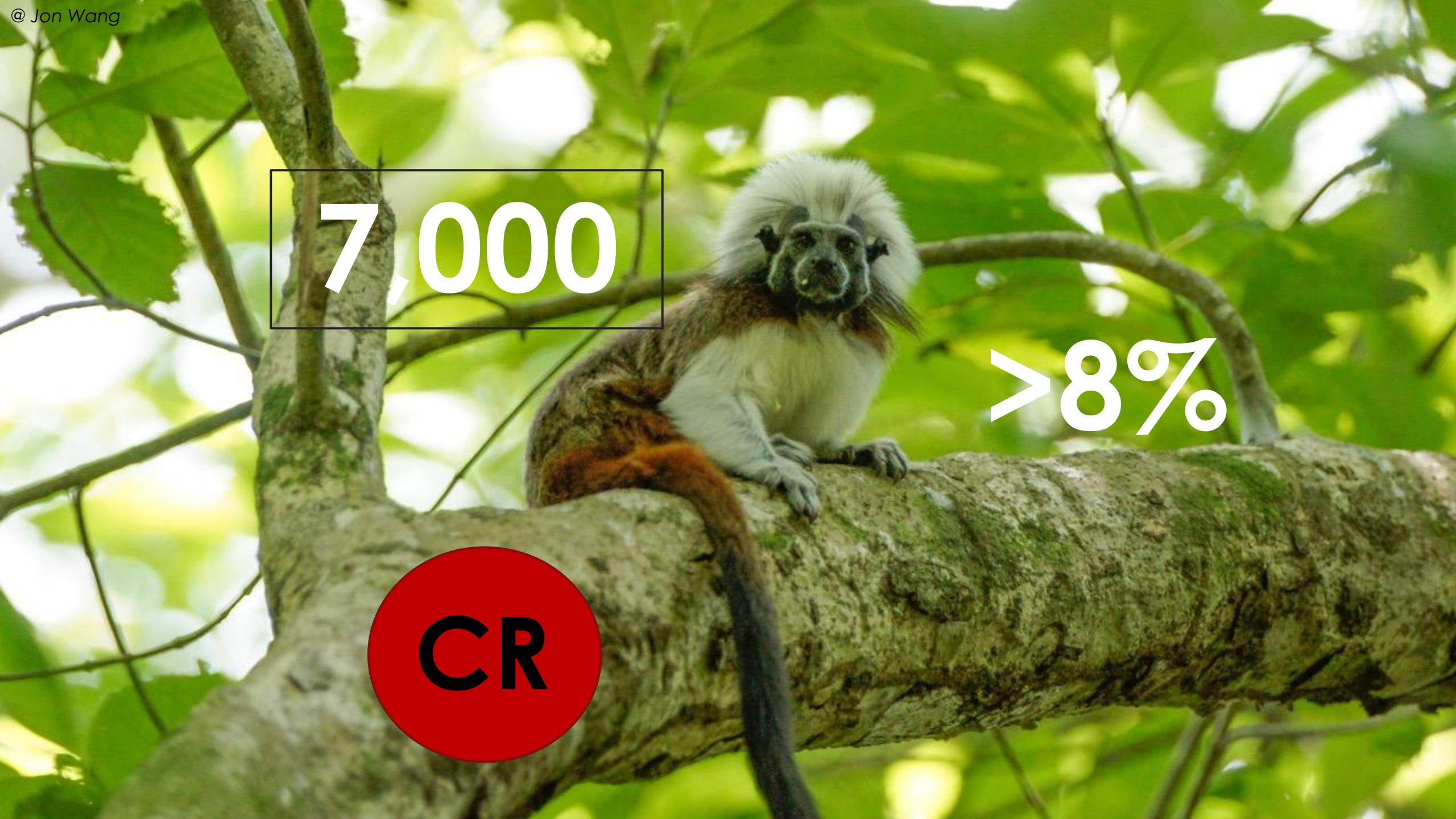






@J. Wang / Proyecto Tití / Lisa Hoffner





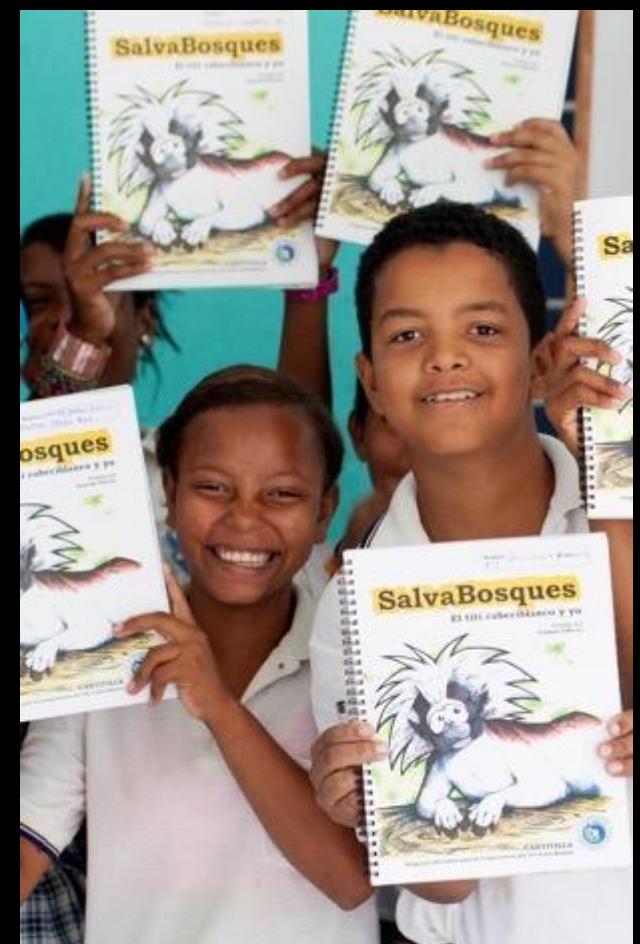
A white-faced saki monkey with a prominent white crest and orange-brown markings on its back, perched on a thick, mossy tree branch in a lush green forest.

7,000

>8%



CR



ECOMOCHILLAS



ECOMOCHILLAS



ECOMOCHILLAS



PLUSH TOYS



@Mia Kennel

PLASTIC
RECYCLING & TITI
FENCE POSTS



PLASTIC
RECYCLING & TITI
FENCE POSTS





CONSERVATION
AGREEMENTS
WITH FARMERS

Overarching Study Objectives

ECOMOCHILLAS

Assess whether the sustainable livelihood programs:

PLUSH TOYS

PLASTIC
RECYCLING & TITI
FENCE POSTS

- Made a difference in supporting livelihoods in target communities, and
- Influenced conservation attitudes and practices toward cotton-top tamarins and use of their forest habitat

CONSERVATION
AGREEMENTS
WITH FARMERS

Study Design Process

Evaluation process design with team of experts

Build Theories of Change based on existing research

Design research and evaluation questions

Create instruments, sampling framework

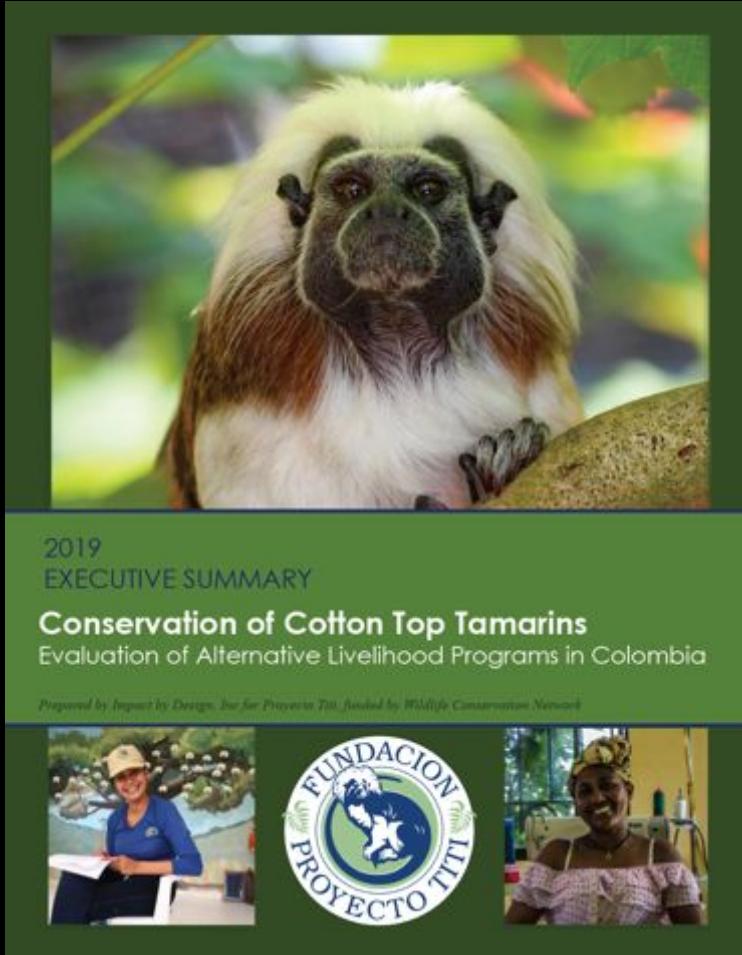
Implement

Analyze

Report & Learn

Publish





Check for updates

Received: 4 January 2021 | Revised: 13 May 2021 | Accepted: 18 May 2021
DOI: 10.1111/csp.2.476

CONTRIBUTED PAPER

Conservation Science and Practice
A Journal of the Society for Conservation Biology

WILEY

Can creating sustainable livelihoods with communities impact cotton-top tamarin (*Saguinus oedipus*) conservation in Colombia?

Lily Maynard^{1,2} | Anne Savage³ | Johanna Vega⁴ | Amielle DeWan⁵ | Leysthen Diaz⁴ | Zak Gezon² | Rosamira Guillen⁴

Study Design Process

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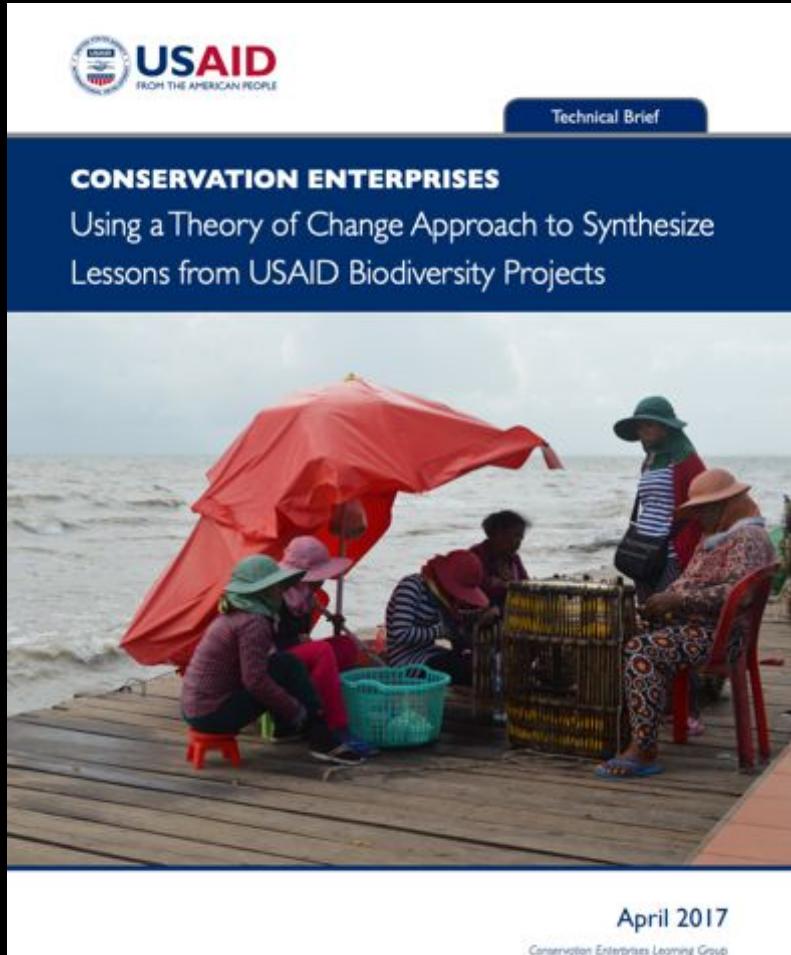
Analyze

Report & Learn

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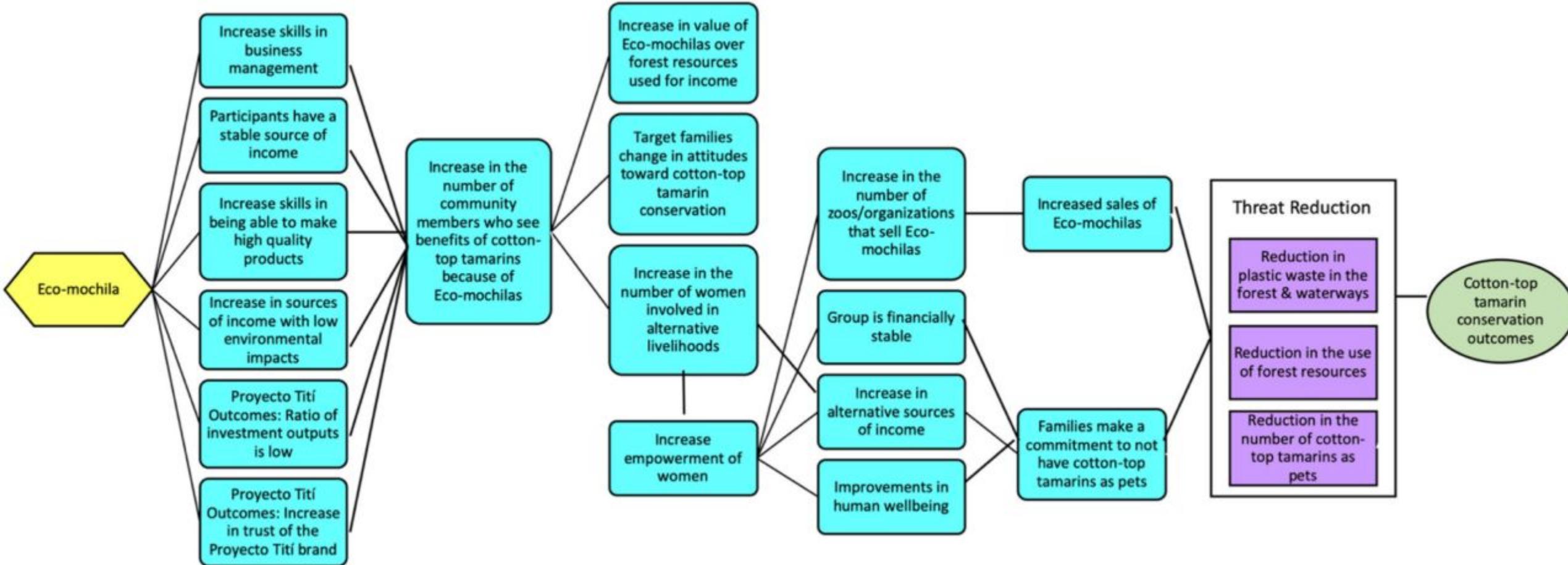


Building from the literature



Boshoven, Judy. 2017. Conservation Enterprises: Using a Theory of Change Approach to Synthesize Lessons from USAID Biodiversity Projects. USAID Technical Brief.

Example Theory of Change



Study Design Process

Evaluation process design with team of experts

Build Theories of Change based on existing research

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Implement

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Report & Learn

Publish



Example evaluation & learning questions

- ▶ What do participants do with the income? Is it an exponential investment (is it fulfilling basic needs, or are participant investing in other ventures to bring in even more income)
- ▶ How has human well-being improved in target communities?
- ▶ Are the women able to use the experience, and income to leverage influence in decision-making?

Audiences

Participants

Non-participants

Ex-participants

Control

Study Design Process

Evaluation process design with team of experts

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Implement

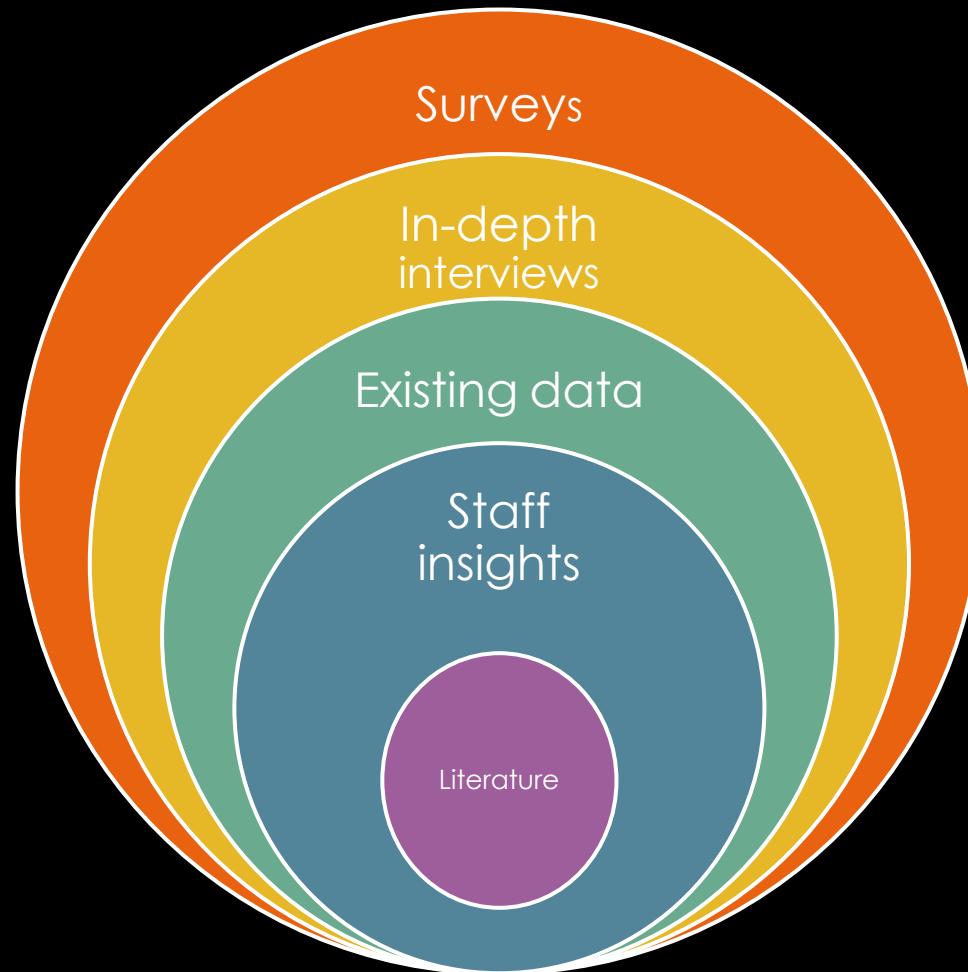
Analyze

Report & Learn

Publish



Data collection design: portfolio



Example in-depth interview questions

- ▶ Let's begin by telling me a little about your family ...
- ▶ Please think about your monthly expenses. What do you primarily spend your money on?
- ▶ Has anything changed for you since starting the program?



Example survey questions

Income and wellbeing questions

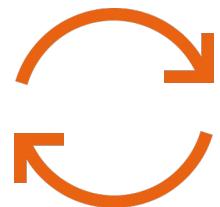
"To what extent have you experienced an increase, decrease, or stable amount of income in the past few years?"

Conservation attitude questions

"To what extent do you agree, disagree, or are neutral toward this statement: I know people who have tamarins in their home."



Comparison groups



Participants:

Individuals who are current participants in any of the four community programs.



Neighbors:

Individuals in the same community as the Participants who are not involved in the income-generating program.



Reference Community:

Responses are from individuals at a comparison site with similar demographics but with no direct Proyecto Tití interventions.

Survey respondents

TABLE 1 Distribution of respondents by participants of each of the four programs, neighbors, and reference community members

Group	Number of respondents	Number of female respondents	Number of male respondents
Eco-mochila participants	46	46	0
Plush toy participants	14	14	0
Plastic recycling participants	13	9	4
Conservation agreement farmer participants	22	0	22
Neighbors	58	44	14
Reference community comparison sites	100	66	34
Total	253	179	74

Income and wellbeing

TABLE 2 Chi-square significance test results comparing sustainable livelihood program participants, their neighbors, and reference community members

Category	Question	Participant versus reference community				Participant versus neighbor				Reference community versus neighbors			
		X ²	df	p	Sig	X ²	df	p	Sig	X ²	df	p	Sig
Income	Increase in income in recent years	46.37	1	9.80E-12	**	31.75	1	1.75E-08	**	2.31	1	.13	
	I have steady sources of income in recent years	6.19	1	.013	**	2.15	1	.14		2.01	1	.16	
Improved well-being	Possibility of going to doctor	7.08	1	.0078	**	15.64	1	7.67E-05	**	2.76	1	.097	
	Ability to help other family members	7.65	1	.0057	**	4.26	1	.039	*	0.87	1	.35	
	Number of meals consumed	3.47	1	.062		3.49	1	.062		0.00	1	.98	

*indicates p < .05. **indicates p < .0167.

Example qualitative quote and themes: Benefits

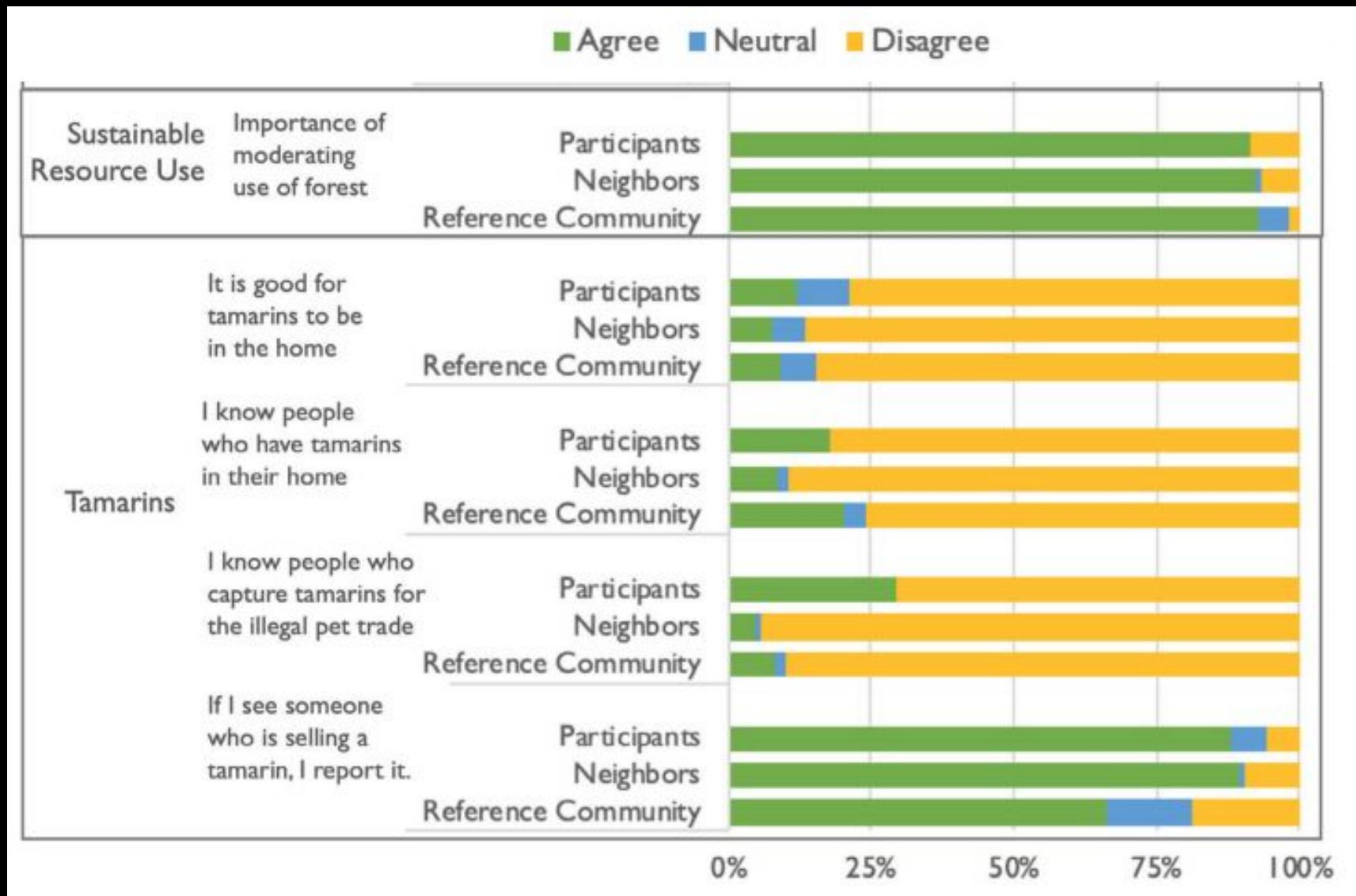
“I consider that there are many good things to participating in the program, for example, your work is recognized in many parts, you earn extra money for some household or personal expenses, since I am in the program I have learned to save and for me that is something good”

Source of additional income

Learn new things

Meet new people and friendships

Conservation attitudes and behaviors



Key program findings

The 4 sustainable livelihood programs generated significant boosts in income and wellbeing for Program Participants.



- ▶ However, the improved benefits and resources did not spillover to their Neighbors.
- ▶ Enhanced educational and social marketing campaigns could improve attitudes toward tamarin conservation community-wide.

Key tamarin findings

Widespread support:

- Most respondents agreed that tamarins are not good to have in the home.

Program success:

- Reference Community is significantly less likely to report if they see someone selling a cotton-top tamarin than both Participants and Neighbors



Key tamarin findings



Reinforcement needed

- Participants shared that they know significantly more people who capture tamarins from the forest than the Neighbors or Reference Community.
- Illegal wildlife trade still present
- Widespread community engagement beyond initial participants can help.

LOTS of learning

Connection between livelihoods and cotton-top conservation can be strengthened.

Whether through other education programs or the work in communities, Proyecto Tití has created an atmosphere where individuals can articulate the benefits of cotton-tops, their distaste for them being kept in homes, and hopes for their conservation future. However, it will be important to ensure that future programming explicitly ties the building of alternative livelihoods to changes in specific behaviors towards target audiences that may be the highest priority for impacting the conservation status of cotton-tops.

LOTS of learning

Taking these programs to scale may be more challenging.

While individuals who participate in the Programs demonstrate real benefits, the numbers of individuals who can actively participate and receive adequate income is more limited, given the current scale of the programs. Delayed payments, inconsistent orders, limited training in marketing/selling products, and a more limited market may constrain the ability of Proyecto Tití to bring these programs to more audiences.

Significant investment will need to be made in either increasing demand or providing other skills for the participants to exercise their ability to build other businesses or manage their finances.

LOTS of learning

FUTURE EVALUATION QUESTION: EMPOWERMENT

How sustainable are the impacts of empowerment over time? Can the elements of empowerment translate to other areas if/when the Ecomochila Program is not a viable option for them?

FUTURE EVALUATION QUESTION: ATTITUDES

What role does Proyecto Tití's education programming have in influencing community attitudes towards cotton-tops? How have broader scale communication efforts (e.g. through the promotion of the mascot Banquii) influenced attitudes in non-target communities? If cotton-tops are still being taken as pets from the forest, who is taking them and having them as pets? Lastly, are current forest use behaviors negatively impacting cotton-tops? Future evaluations could explore illegal behavior sampling

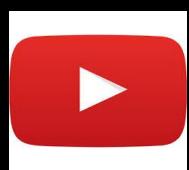
Proyecto Titi's growing community emphasis post-evaluation





2019/8/13 09:16





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THANK YOU!



QUESTIONS & ANSWERS

LEARNING GROUP RESOURCES

- [CE Learning Group Site](#)
- [CE Learning Agenda](#)
- [CE MEL Framework](#)
- [CWT Learning Group Site](#)
- [CWT Learning Agenda](#)
- [CWT Crime Toolkit](#)

USAID BIODIVERSITY
Combating Wildlife Trafficking
COLLABORATIVE LEARNING GROUP

USAID BIODIVERSITY
Conservation Enterprises
COLLABORATIVE LEARNING GROUP



PHOTO: MERY GRANADOS/EL HERALDO

TOOLS AND RESOURCES

- [CE Learning Group Site](#)
- [CE Learning Agenda](#)
- [CE MEL Framework](#)



USAID E3/ FORESTRY & BIODIVERSITY
Conservation Enterprises
COLLABORATIVE LEARNING GROUP



	Documents	News & Events	Learning Agenda	Wiki Knowledge Base	Discussions	Cross-Mission Learning	CWT	
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[Home](#)

Conservation Enterprises

Conservation enterprises approaches are defined by a development hypothesis (theory of change) that if income is increased through conservation enterprises, then participants will discontinue environmentally unsustainable activities, leading to reductions to threats to the environment.



Search this Site

CWT Learning Group Tools and Resources

LEARNING GROUP RESOURCES

- [CWT Learning Group Site](#)
- [CWT Learning Agenda](#)
- [CWT Crime Toolkit](#)

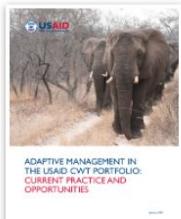
What's Happening



Combating Wildlife Trafficking Learning Exchange: Demand Reduction Posters

In November 2019, USAID hosted a regional CWT learning exchange in Bangkok, Thailand. The exchange featured poster presentations on demand reduction campaigns ...

[Read More](#)



Adaptive Management in the USAID CWT Portfolio: Current Practice and Opportunities

USAID's combating wildlife trafficking portfolio offers an opportunity to understand how adaptive management is practiced across a discrete portfolio. To this ...

[Read More](#)

Combating Wildlife Trafficking Learning Group

The CWT Learning Group is focused on building a knowledge base around how best to build capacity, reduce consumer demand, and improve community engagement to combat wildlife crime.

USAID has a long history of support for efforts to combat wildlife trafficking (CWT). These efforts are currently being prioritized due to a dramatic increase in the volume and scope of the threat in recent years and the February 9th, 2017 Executive Order on enforcing federal law with respect to transnational criminal organizations and preventing international trafficking.

Among the many strategic approaches employed by USAID to combat wildlife trafficking and outlined in the Agency's [Measuring Efforts to Combat Wildlife Crime Toolkit](#), USAID's Biodiversity Division chose three for special attention for the CWT Learning Group based on their frequency in USAID programming: (a) reducing consumer demand through behavior change methodologies, (b) building capacity for effective enforcement and prosecution, and (c) increasing community conservation action and support to combat wildlife trafficking. These three strategic approaches are defined by development hypotheses (theories of change), as well as a combined hypothesis that, if implemented, these strategic approaches will increase the risks for wildlife criminals and reduce profits from wildlife trafficking, which will then reduce overall wildlife crime, leading to improved conservation results.

While used across many countries, there is often little supporting information available to practitioners regarding the effectiveness of these approaches or the validity of key assumptions. As USAID begins or ramps up efforts, there is an important opportunity for this Learning Group to support cross-mission collaboration to capitalize on previous experiences, share the latest information, and build the evidence base for these approaches.



Combating Wildlife Trafficking
CASE STUDY COMPILATION

What You Can Do Here



See What We've Learned



Read the Latest Research



Ask the Group



Meet Other Members



Attend an Event

THANK YOU!

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